

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1942

Girard College, December 31, 1942

Board of Directors of City Trusts,

GENTLEMEN:

The College has just completed its ninety-fifth year and has attempted to play its part in the present emergency. It regards itself, in common with other educational institutions, as in the first line behind our fighting men.

Education is perhaps more essential now than it was before the war. The deciding battles in the Pacific between fleets or armies may be won in the mathematics classrooms of America, as Waterloo was said to have been won on the playing fields of Eton. As H. G. Wells expressed it, the schools of the present and of the post-war world must continue their efforts in what he calls the race between education and catastrophe, a race that catastrophe is sometimes perilously close to winning. Elmer Davis has pointed out that the basic problem of education and of statesmanship, after this war, is how, or whether, the human family is going to be able to live with the long-range bombing plane.

The impact of the war on the College is reflected in almost every section of this report. The special contributions of the College to the war effort will be found in several of its sections. Certainly it is recognized that victory will be won earlier if we utilize all forces at our command, and education is one of these. President Roosevelt asked "that every schoolhouse become a service center for the home front." In common with other elementary schools, our own lower grades have felt the impact of the war less than the upper schools, although salvage and War Savings campaigns have been aided by the younger boys.

High schools were asked to offer re-directed mathematics courses, industrial arts work, courses in auto-mechanics, courses in physics with emphasis on newer applications, teaching units

with increased emphasis on health, social study courses revised to include war aims, orientation units to provide an understanding of the armed forces, pre-flight aeronautics instruction, global geography, civilian defense instruction, and as much shop-work and vocational training as facilities permitted. We had all of these and, in addition, gave military training as well as tryout courses in business training and shop-work to all our older boys. Schools were asked to correct boys' physical deficiencies as early and as often as necessary, and to develop physical fitness programs designed to increase the bodily vigor of youth. Girard College had such services. No Victory Corps unit was formed, not because of disapproval of an exceedingly good idea, but because our boys were already fulfilling all the requirements set for membership in it.

There does remain, however, the task of providing a kind of information and counselling service for the guidance of our boys nearing graduation or their completion of post-high training. On the basis of an inventory of their aptitudes and training, and with information in hand as to the opportunities and requirements of the various uniformed forces, they may be counseled as to their most useful participation in the war effort. The information concerning the forces and their college-training programs is, however, far from static and at this date difficult to obtain. By April of 1943 uncertainties will be removed and definite announcements will be made.

A few years ago an educator wrote an article on the time-worn theme "Should Education be Vocational or Cultural?" In it he said: "Education should be thought of as a coin. One side of the coin might be considered as vocational, preparing students for jobs . . . ; the other side is liberal, or cultural, teaching students to know good music, good books, great philosophers." Right now the coin appears to be standing on its edge. For the time being, emphasis in education must be on preparation for an interlude, during which the young man is planning for maximum usefulness to the nation, and acquiring some specific training for military or civilian participation in the war effort. His school and his nation have no light responsibility in his preparation. It is a time of high seriousness in which every

THE HEART OF THE CAMPUS



educator, and indeed every citizen, should keep before him the words that are in the minds of army officers, according to General Somervell: "Be sure that no American soldier is killed or injured because you failed to do your part to provide adequate training."

It is said that some vocational schools, now busier than ever before with training for war industry, have placed over their entrances signs which state, "We never close." Girard College could say just that. For twenty-four hours a day throughout the entire year and for ninety-five years Girard College has never closed. During most of that time it was preparing for emergencies with high standards of academic achievement and citizenship, through its shops, its curriculum, its battalion, its boarding school life, and its accumulated experience.

Whatever may be the effects of curriculum revisions and of a war psychology, one objective at Girard College dare not be lost sight of: the ultimate good of a boy placed in our hands by a mother who trusts us to shape and mold his destiny. For the moment, that objective must be modified by the needs of the state; and we do it gladly. But we do believe that our boys will live through many, many more years of peace than of war, and upon us rests the obligation of providing for them the background for the vocational, civic, and cultural experiences that must be the basis for happy and successful living.

Because we are frankly conscious of our unusual responsibility, we are making changes in our program only as we recognize immediate needs, or as we respond to the recommendations and requests of the United States Government. The year 1943 will reflect more the pressure of war needs than did the year 1942.

Every year has some misfortune, to be sure. In the death of Mr. J. Willison Smith, the Board lost a devoted member and the College a loyal friend. Through the medium of this report the writer is happy on behalf of the staff to welcome to the work of the College the recently appointed successor of Mr. Smith as a member of the Board of Directors of City Trusts, Mr. Joseph R. Rollins. Mr. Rollins has already shown evidence of great interest in the affairs of Girard's foundation.

THE STAFF

It was to be expected that during the year several members of our staff would answer the call to war service. Those who requested it have been given leaves of absence, as indicated in Appendix A, which contains a complete list of the changes in staff that occurred in 1942. We are proud to have these men and women representing Girard College in the armed forces.

Some of the changes in personnel are discussed in sections dealing with the separate departments. Of the professional departments, the Household has contributed the largest percentage to the Army and Navy. Fewer from our High School faculty have been drawn to government service than from many secondary schools. The staff who remain are performing their tasks faithfully and well. They are relatively free from the feeling now so common in civilian life that their task is unimportant. In this connection it is well to recall what Paul V. McNutt said a few months ago: "Some teachers have the mistaken idea that teaching is not war work. The nation's demands on the Army of Education should correct that misconception. Unless the Army or Navy or war industries draft a teacher for work of higher priority rating, he should stay at his post. It is the patriotic duty of teachers to continue teaching, despite the lure of service on other fronts and despite the lure of higher wages."

Through death the College lost its retired physician, Dr. Frank L. Greenewalt. It was not the pleasure of the writer to know him, since Dr. Greenewalt retired prior to 1936, but he was quite evidently well-beloved by both the staff and the boys.

An otherwise successful camp season was marred by the sudden death at the Camp on July 2 of Mr. Archibald Ralston, Superintendent of the Camp and Senior Playground Teacher at the College. The Board of Directors spread the following resolution upon its Minutes and sent a copy of it to his widow: "It is with a feeling of great loss that the Board has learned of the death of Mr. Archibald Ralston, Superintendent of the Girard College Camp, and Senior Playground Teacher at the College,

whom many of us knew as a co-worker and a friend. Mr. Ralston, who was a Girard College graduate himself, had served his Alma Mater for thirty-seven years. His point of view had always been fresh, original, and stimulating despite the long period of time that he had been associated with the College. He possessed an admirable breadth of vision and progressiveness. No one will love Girard College more or understand it and its boys better than he did."

Mr. Ralston was graduated from the College in 1902, returned to render service as a Prefect in 1905, and continued successively as Housemaster, Playground Teacher, and Senior Playground Teacher until the time of his death. His interest in boys and his skill in directing them would indeed be difficult to excell. He had acted as Superintendent of the Camp from its opening in 1929 to the day of his death. He was devoted to the service of the College as few men are. It was not an uncommon thing to find him at work after the regular day was done. At the end of such a day he would often drop in to discuss some question that puzzled him, or talk of the changes that had come about at the College in the long period he had known it.

Typical of the faithful service rendered by most of the staff is the career of Miss Sophie R. Worthington, who retired during the year after teaching thirty-eight years in the Elementary Schools of the College. Hundreds of boys will recall working with her in her classroom.

In the report for 1941 mention was made of Mr. Ernest Cunningham's retirement as Superintendent of Domestic Economy. During the year his book, *Memories of Girard College*, appeared, and was very favorably received. With considerably enlarged responsibility, Mr. John H. Smith, Mr. Cunningham's assistant, became Assistant Business Manager following Mr. Cunningham's retirement.

STUDENT-STAFF RATIO

A perennial question among members of boards and administrators of boarding schools is the relation between the number of students and the number of teachers and other staff members.

Information was obtained from thirteen of our first-rank boarding schools concerning the relative size of their student bodies and staffs. These schools are performing a task of the sort set for the College by the Girard Will. The ratio between the number of their students and the number of their teachers, including those engaged in educational supervision and physical education, ranges from 6.3 to 10.6, with a median of 8.1. Our own ratio is 10.0, which is higher than any of the 13 other schools, except the one which had the ratio 10.6. In arriving at our ratio, we included in the number of teachers not only those engaged in classroom instruction, educational supervision, and physical education, but also our Housemasters and Governesses, inasmuch as their work is ordinarily carried by teachers in other boarding schools, the usual arrangement resulting in a schedule by which the teacher elsewhere carries less work than our teachers and gives the rest of his time to dormitory supervision. If Housemasters and Governesses were not included and school-day service only were considered, the Girard College ratio would be 16.3. Both the 10.0 and 16.3 ratios may be regarded very favorably in contrast with the figures of other schools.

The ratio of the number of students to the number of staff members not engaged in educational work ranges at other schools from 2.8 to 5.6, with a median of 3.6. Our own ratio in this connection is 3.9, which is higher than the ratio of 7 of the 13 schools submitting figures. The ratio of the total number of students to the total number of employees at other schools ranged from 2.0 to 3.3, with a median of 2.5. Our Girard College ratio in this respect is 2.8, which is the same as the ratio in 2 of the 13 schools and higher than the ratio in 7 of the 11 others. Only two schools have a ratio of three or higher.

Attention is drawn to the fact that in the figures for other

schools certain service departments, so far as can be ascertained, have not been included which are present in the Girard College picture. If the full-time employees of the Laundry, the clothing division of the College, the Dental Clinic, the Admission and Discharge office, and the Battalion be deducted from the number of our non-teaching staff members (a reduction of 106 persons in all), our ratio of students to non-teaching staff will be raised from 3.9 to 5.2, a figure which is exceeded in only one of the 13 other schools. Similarly our ratio of the number of students to the total number of our staff will be raised from 2.8 to 3.4, which is a higher figure than that for any of the 13 schools. It is fair to deduct these service employees from our numbers, since their services are not provided for in most schools and are not present, I believe, in the figures cited for the 13 other schools.

It should be recalled that we have a double curriculum in the High School, which is probably unique in the entire country; that we have a 6-hour instead of a 4- or 5-hour school day; that we conduct 12 shops for vocational training (a type of education in which the ratio of students to teachers is always lower); that we have a 52-week year, instead of the short boarding school year; and that we have a large number of small boys who require the attention of more adult employees than the usual boarding school population, which consists of older boys better able to help themselves.

In view of these facts our relatively high ratios are exceedingly favorable. In the minds of some persons they might even raise the question whether we are doing enough for our boys. These facts, however, should not and will not diminish our efforts to eliminate any employees or services that may not be necessary, especially as the number of our students contracts, but they ought to dispel any impression that the College carries an excessively large staff. A high standard, comparable to that of other first-rank boarding schools, has been set by the Will of the Founder and by your Board which has administered his foundation.

THE ELEMENTARY SCHOOLS

Since the last war the most marked changes in American education from the first grade to the advanced degrees have been in elementary education. Many of these changes have been experimental, but perhaps the goals can now be seen clearly for the first time. It may be that just as they are in view, they will fade away as the war clouds shut out the horizon, only to re-emerge in a changed form after the storm is over.

The report of the Supervising Principal of the Elementary Schools calls attention to the fact that at the end of such a period of experimentation and progress, there is likely to appear an appreciative summary of what has been achieved, pointing out the improvements, analyzing gains, and calling attention to lurking dangers. He states that "Education in the Elementary School" by Professor Hollis L. Caswell of Teachers' College, Columbia University, is such a book. The faculty of the Elementary Schools likes the book because it states its own philosophy so convincingly, and shows that there is a crystallization of ideas about progressive tendencies.

A paragraph of Dr. Caswell's book that is suggestive of its general philosophy follows: "Attention needs to be centered on developing a rounded program of educational opportunities for children in the elementary school, and it should be recognized that the insight and understanding of the teacher is the basic means of achieving this end. If teachers grow, if their insights and understandings deepen, educational improvement will result. Schools may be organized and arranged to foster teacher growth and to facilitate the effective guidance of pupils, but these arrangements in and of themselves can accomplish nothing. They must serve as avenues for the real accomplishment."

Mr. Cooper says: "'Education in the Elementary School' has been inspirational for us, both because of its corroboration of our philosophy and the help it gives in pointing out practical applications not yet achieved by us. We see great gaps in our accomplishment, yet are encouraged to feel that we are on the right track. The book is certainly the best summary to date of sane, time-proven, progressive policies. It is likewise out-

standing because of its analysis of dangers arising from too sketchy and too rapid attempts to go modern."

In the achievement of a non-departmentalized system of a new type, the past year has witnessed the completion of the most revolutionary change in the Girard College Elementary Schools since 1916. It was then that the old non-departmental organization was abolished, and the grades down to 2B were completely departmentalized. This new setup was vastly better than the one it succeeded, for under the older plan the school day was divided into ten minutes of spelling, thirty minutes of arithmetic, thirty minutes of reading, fifteen minutes of penmanship, and so on through the curriculum. At the end of each time division the children's attention was chopped off, and an attempt made to focus it rapidly on another subject. Ground covering in specified textbooks was the chief aim, and school superintendents were wont to boast that not only did they know just what a class was studying, but that at any hour of the day they could tell what each pupil in the system was doing. The classic example of the superintendent who told an audience, after consulting his watch, that every first grade child in his city was, at that moment, spelling cat, though a caricature, indicates the true condition of elementary instruction. It was an era of the almighty single text.

Departmentalization recognized the deadliness of so much of the elementary school teaching, and attempted to place instruction in the hands of a corps of experts, who because they knew their subjects so well, would put fresh life and enthusiasm into geography, English, or even arithmetic. Not many years passed, however, before these same specialists became so well versed in their fields that the individual child was again lost in the desire for perfect achievement. Meanwhile psychology and biology added so greatly to our knowledge of youngsters, that we began to see in the departmental scheme many of the evils it was meant to abolish. A child, for instance, needed a sense of security in the school, and this was almost impossible to achieve, when, at the age of seven, he began to march each hour to different teachers, no one of whom really had his individual personality clearly in mind.

Teacher advisors were created, who were responsible for a class and taught them one subject. Then the homeroom program was inaugurated, so that the sense of belonging to a group under the care of an interested person could be developed; neither was more than partially successful. Each teacher was still meeting from one hundred and fifty to three hundred children (in the special subjects) per day, and obviously could not spend much time on individuals. Educators began to think in terms of one teacher for related subjects, such as English and social studies, for example, and other devices to allow for consecutive learning experience under the guidance of a single person. Gradually the number of pupils per week met by an instructor was decreased in those school systems alive to research in Education and allied fields.

At last it was openly advocated that we return to a non-departmental setup, because only by having a group of children and a sympathetic adult living together, could we take advantage of the unquestioned advances in method, content, individualized instruction and social education. Some authorities believed that a teacher and class might profitably stay together for as long as four years, but practice has shown two years to be the longest desirable period, and one year the minimum. We have not space to discuss other reasons for the change, which has for so long been anticipated at Girard College.

The Junior School now has an organization which assigns one teacher to each class in all subjects but art, music, and recreation, where the service of specialists is available. Nor do we desire at any time to dispense with these talented individuals, who contribute so much to our boys. Likewise in the Middle School, one teacher now teaches a class all but art, manual arts, music, and recreation. We avoid the evil of half-yearly disruptions by having a teacher take a class at the B level and carry it through the A level before she passes it on. For instance, Miss McFarland will take 1B one term, and Miss Sargent 1B the next term, and so on. Thus the boys are promoted each semester, but a teacher stays with them for the full year. So far about half of our staff is so operating, and the remainder will be fitted into the pattern as soon as possible.

For some years we have felt that the Girard College boy particularly needed a straight grade organization. In any case, he must deal with several personalities each day, and under the departmental plan, the number was often more than doubled. We suspected that many problems of discipline arose from our subjecting pupils to the necessity of continually adjusting themselves to different concepts of teaching. While recognizing the unquestioned good that results from meeting different people, we believed that this need could be sufficiently met by the contacts with special subject teachers. We were sure that the sense of belonging, so necessary for a boy's satisfactory adjustment at Girard College, could better be fostered by his spending the bulk of time with one teacher. All of these ideas are proving sound.

The Elementary Schools have tried to maintain a balanced program of skills and activities. Their consistent aim is to turn out boys who have the facility in the tool subjects necessary to qualify them for their future work. The child, however, is becoming more and more the center of their concern rather than the subject *per se*. The widening use of the Library-Laboratory is a factor in expanding the number, variety, and intensity of our classroom activities. The curriculum has been changed and will have to be continually altered as time passes. Its direction is towards an experience curriculum, but there is still firm belief in the necessity of a specified number of units throughout the grades and in the importance of chronological continuity. In short, the Elementary Schools are moving ahead in a much more flexible setup, with the same efforts to keep their feet on the ground, but not to pass by improvements in organization or administration which are adaptable to their situation.

Partial departmentalization in the junior high school year (7th grade) is retained because of the boys' approaching entrance into the senior high school, where there is complete departmentalization. Two or three terms' experience with three academic teachers will familiarize classes with meeting different personalities, yet permit a type of integrated program. Likewise there are three ability groups in the 7A term so that

the pupils may be prepared for the senior high school system. Thus high school freshmen are already familiar with both non-departmentalization and ability grouping.

In the autumn it was found possible to make a change, not anticipated two or three years ago, which will benefit the less able boys. It will be recalled that elementary school work normally requires eight years and that this has been condensed at Girard College to seven years in order to permit our boys in four additional years to qualify for high school diplomas about the time of their eighteenth birthdays or before. It happens, however, that a certain number of our pupils are not able in this shorter time to get ready for high school freshman work. Unlike most schools, Girard College eliminates the lower end of the student ability scale by selective entrance requirements. We do, however, enroll some boys who definitely cannot do the grade of work required for regular progress. Some of these turn out to be of low mental ability, others are maladjusted for psychological reasons, and a third group simply cannot accustom themselves to the College routine.

It seemed unfair to continue to place these boys in the Elementary Industrial Class and later in the Intermediate High School, since most of them had the ability to complete satisfactorily in outside schools a less rigorous course than our regular high school course. The discontinuation of the two special groups referred to and the introduction of a general course in the high school brought with them a junior high change. The 8B grade is a natural concomitant of the new general course. The half year of eighth grade work will serve as a transition between the seventh grade and the first year of high school. Boys completing this half year of eighth grade work will be better prepared to go on in the General Course of the High School. The new grade is designed to give additional time for mastery of fundamentals, and practical courses in everyday living. The size of the group is controlled, about twenty being regarded as the desirable maximum. The boys are a regular part of the Junior High School, having a similar homeroom, assembly, and instructional setup, but spend more time in the shops and at practical courses than the rest. Plans are being made to im-

prove both curriculum and organization.

Throughout the Junior High School, the work in mathematics has been examined and somewhat changed to meet the specific need of the times. Definite steps have been taken to arouse interest in good mathematics performance. Social studies courses have been focused on current government drives and global war from the geographic point of view. Locational, economic, and social aspects of the news, present timely and stimulating material to the teachers. While the war impinges on much of the work, it is not overemphasized. We have brought back to the homeroom periods and every assembly period the salute to the flag. Appreciation for the good qualities of other races and nations is cumulatively stressed.

War conditions have curtailed school excursions. Since commercial buses are no longer available, only places and institutions that can be reached by walking or by trolley are visited. The same amount of ground cannot be covered, but the boys' concept of history, social studies, or science can be expanded.

The two outstanding facts about the functioning of the Library-Laboratory during 1942, have been the increased use made of visual education materials, and the larger number of book collections prepared for classroom instruction. There has been more of an inclination to pool resources and to make the Library-Laboratory a depository for all kinds of visual aids and materials.

Elementary science has been much emphasized by educators in recent years. Throughout the elementary grades we have purchased new texts in the subject, and many interesting units have been carried out by teachers. Our curriculum makes provision for a science unit in each grade. Among those already completed are: one on the earth, one on maps, one on magnetism, several on the solar system, several on electricity, one on marine life, several on prehistoric life, one on air and water, and so on. Elementary experiments accompanied many of the units, and in connection with them were planned trips to the University Museum, the Academy of Natural Science, and the Franklin Institute. A 7B unit on archeology stresses the scientific aspects of that field. The future will undoubtedly witness

an expansion of our science work, which is designed to give concepts rather than factual detail. Such concepts provide an appropriate age-level understanding of the mechanical demands of the times. Mathematics is also receiving extra emphasis at this time.

The Art Department has been considerably affected by the shift to a non-departmental organization. The head of the department has assumed larger responsibility, and many teachers have been greatly helped by her talks and advice. Since art plays such an important part in present day elementary education, we are fortunate to have as a supervisor, one who not only knows her field, but is able to adapt herself to the wide variety of demands laid upon her.

Nowhere in the Elementary Schools has the impact of the changed organization been more felt than in the Manual Arts Shops. The senior instructor says: "In September the changes in school organization from departmental to straight grade brought a great increase in the number of requests for help in classroom projects, so that the fall term has been a very heavy one. We have been carrying a full load of regular classes, and have had hundreds of calls for classroom needs."

Music instruction in the lower grades has had happy results. Next year our Director of Vocal Music will retire and in this connection Mr. Cooper writes: "As Dr. Carey's period of service draws to a close, we realize that there will be many times in the future when we shall wish that we were still dealing with him. It will be impossible to match his habitual gentlemanliness, his self-control when meeting with obstructions to his program, and his cooperative spirit. His personal example has been inspirational both to his colleagues and his pupils. We shall long remember the 'Gesu Bambino' of the 1942 Christmas Concert as the beautiful symbol of his achievements."

Music, to be sure, seems far removed from a war-conscious world. It and the other arts, however, are needed for the sake of our perspective and sanity. Our boys of the elementary grades are encouraged to engage in activities helpful to national defense. But through the arts and the traditional fundamentals of education they are being trained during their impressionable

years for the peace of a post-war world rather than for participation in the present hostilities.

ACTIVITIES NIGHT

The fourth Annual Activities Night, which this year placed emphasis on the Elementary Schools, was held on December 4, and a considerable group of visitors was present. The effect of the war and gas rationing on attendance may be indicated by the fact that there were 528 guests in comparison with 762 last year.

The auditorium program consisted of Elementary School songs given by a sixth grade group; an original one-act play entitled "Office Clerk Wanted," which, though a project of the Commercial Department, was acted by members of the Dramatic Club; a demonstration in aerodynamics given by the members of the class in pre-flight aeronautics, which is taught by Dr. David A. McIlhatten, Head of the Department of Mathematics; and a motion picture of the high lights in classroom work called "School Activities at Girard."

In the exhibition following the auditorium program, the Elementary Schools demonstrated their various activities. Both Junior School and Middle School classrooms and corridors were open for inspection. The colorful treatment of the blacked-out corridor of the Junior School, the Library-Laboratory on the third floor of the Middle School, the art and manual arts exhibitions, and the units of classroom work ranging from prehistoric life to the modern farm, especially interested the visitors. There were several elementary school specialists present. Following the exhibition, one superintendent sent in fifteen teachers from his schools to observe the work in the Elementary Schools of the College. Mr. Cooper felt that the exhibitions in "most rooms reflected a balanced activity program. The visits by large numbers of older boys and their housemasters were appreciated, and we echo the President's remark that, if no outsiders at all were present, the self-education among departments justifies the preparations."

THE HIGH SCHOOL

In the President's report for 1941 there was considerable discussion of the survey of our High School conducted that year under the direction of the Co-operative Study of Secondary School Standards. The recommended abolition of the Intermediate High School and the substitution of a General Course were referred to. This change was made in September, 1942. It brought many problems, and the Principal of the High School says that in the thirty years that he has been a member of the staff he has never seen the entire High School faculty work so hard or give so much thought to adjustments in roster, curriculum, and the techniques of teaching and motivation.

The mere absorption of the Intermediate High School in the High School was not in itself so difficult. Dr. Dunlap and Mr. Martin were brought up from the Mechanical School and became members of the regular High School staff. They continued to teach the boys from the Intermediate High School as well as additional classes. The program for this group was enriched by the addition of courses in science and French, and they were assigned in all to as many periods of academic work as other boys have in the High School.

Difficulties do lie ahead, however, in dealing with the boys who formerly were sent to the Intermediate High School. Teachers who have taught subject matter on the regular high school level for many years will find it hard to change to objectives and techniques suitable for the aptitudes of these boys. We really need the services of one or more teachers trained to direct the work of such a group. The supervisor of the elementary school tells us that the boys of the 8B group will be unable to do work which Girard College prescribes as its high school standard. But the break with the past has been made, and a solution to the problem will be found.

Dissatisfaction with our time-honored roster had long been expressed by teachers and by the physical education department. Our teachers did not like the old Friday morning program, which provided for an hour period for platform programs, clubs and guidance, and for recitation periods of only thirty minutes.

Teachers had much difficulty in getting boys when they wanted them. The physical education instructors never were sure how many boys or what boys would appear at a given time. A new roster has been set up, under which regular school work stops at 3.15, and the period from 3.15 to 4.00 is devoted to remedial work, music, library, physical education, and military instruction. No amount of preliminary thought could determine how such a program would work out; a trial period was necessary. The results, after a term under the new plan, indicate the need for further modification.

Last month a committee of the High School faculty completed a study begun last spring of the impact which the war has made upon the classroom work of each of our High School departments of instruction. It is interesting to note that practically no phase of the work of the High School and Post High School is left unaffected.

The head of the Science Department is of the opinion that in many schools fundamentals have been dropped out in the haste to get on the bandwagon, and that in their place courses of no great importance have been substituted. He states that we are modifying our work conservatively but in the direction indicated by the wisest authorities on the adaptation of science teaching to war needs. In general science emphasis is being given to astronomy, latitude and longitude, map reading, weather and weather instruments, and water as a source of disease. In biology stress is being laid on adjustments to indoor and outdoor life, foods and nutrition, human anatomy, blood-count procedure, effect of radiation on plant growth, and hydroponics. Naturally physics, more than any other science subject, has been modified to meet the war needs of our day. Emphasis is being placed on forces and velocities, with problem material to enhance understanding of their importance in aviation and in ordnance; on thermometry and calorimetry, gas laws as applied to the study of air masses, temperatures and densities, and weather forecasting and meteorology. The classic topics of power, energy, electricity, and heat naturally have a new emphasis because of our present needs. A gas decontamination unit has been organized, and it studies types of poison gases and the methods of combating



FROM A DRAMATIC CLUB PLAY

them. The Post High School training in chemistry, which has been so successful in the past, is still directed toward the analytical work which is now so useful in defense industries.

The lower classes in mathematics are giving increased attention to arithmetical computations in order to develop certain facilities required by the armed forces. Much progress in curriculum revision has been achieved by the Mathematics Department. As the necessity for teaching elementary aeronautics became evident late in the spring, plans were made to meet this need. The head and two other members of the Mathematics Department spent the summer studying in the field of aviation mathematics and in evolving a course in practical mathematics of aviation for the senior year here at the College. Beginning in September this course was given to selected seniors. This should help to shorten considerably their period of pre-flight training in the event of their going into this field upon leaving Girard College. In the S-1 term, and also in the Post High 2 term, a unit of angular measure, the "mil," has been introduced in the topic of circular measure. The unit is widely used by both the Army and the Navy in gun practice.

The absorption of the boys in the war is reflected in their work in both the English and the Art Departments. Boys are disinclined to make posters that are not of a patriotic nature; public speaking topics and classroom themes are likely to revolve around the world struggle; and in their bi-weekly newspaper and their magazine the boys give a great deal of attention to the members of the alumni body and of the College staff who have joined the armed forces, as well as to such current activities at the College as Civilian Defense and War Stamp drives.

The boys of the French classes have followed closely the developing world conflict with special interest in its effect upon France. After the fall of France the older boys made a study of the reasons for that debacle and the similarity between conditions then existing in this country and those that resulted in the downfall of France. The boys were made to realize the need for constant effort on the part of the people of a democracy to guard the freedom that is so often taken for granted. As a basis for their discussions the older boys used "Tragedy of France" (in

the original French) by André Maurois, while the younger boys read the same book in the English translation. Some attention is given to current events in France, and there has been keen interest in the series of French letters written by a young French-woman living in occupied France, that reveal the unconquerable spirit of at least some of her countrymen who refuse to accept defeat.

Everything which is taught in Spanish and German is focused on the war and the peace which is to follow. All reading in Spanish is about Central and South America, instead of about Spain itself, and the geography, industries, products, and national characteristics of these countries are studied with an eye on the bi-lingual nature of our next generation, if the proposed close co-operation between the two continents is to amount to anything. There has been much interest in the Spanish edition of the *Reader's Digest*, and twelve subscriptions to the *Digest* in Spanish and Portuguese have been sent by the boys themselves to schools in Latin America.

Quite naturally the war plays a prominent part in all the work of the Social Studies Department, and it has served to vitalize the department program. Each room is supplied with the so-called "re-mark-able maps," on which marks can be made and removed in order to keep abreast of the progress of the war, the battle fronts, supply lines, possible next moves, etc., and each class devotes some time each week exclusively to current affairs. Both in class and in the Social Studies Club newspaper and magazine clippings, together with original posters, are placed on bulletin boards, and up-to-date information is supplied on aircraft and mechanized warfare. Groups of our juniors and seniors attend the meetings of the Foreign Policy Association, as they have been doing for a number of years. Naturally, the aims of the department in its class work are to maintain morale, to get a true picture of the war regardless of propaganda, to try to understand what is really at stake, and to show that present events are a development from earlier incidents and commitments.

More attention is being paid to geography, with particular reference to air transportation as affecting our conception of

direction, space, time, and place importance. India, China, Russia, and Latin America are given far more attention than formerly. There is much opportunity for historical contrast, as, for instance, the comparison of the industrial revolution with the technological world of the present day. Many projects are being pursued in connection with the war. Concerning departmental problems, the head of the Department of Social Studies comments: "It is not an easy matter to guide pupils for life in a world about which we can only speculate."

The Department of Commercial Studies is, of course, concerned with such matters as priorities, rationing, the effect of the war on prices and wages, the financing of the war, and intelligent buying by the consumer. It is largely concerned, of course, with training for peace-time activities. Its work has gone forward. Consideration is now being given to the possible introduction of a general course in commercial work, set up to meet the needs and abilities of boys not able to carry on the work of the regular vocational course.

In closing this statement concerning the impact of the war on the curriculum, we wish to emphasize the fact that the activities referred to have not been permitted to alter or hamper the basic work of the High School. We are primarily training our boys for participation in a world at peace. If we scrap our basic work and substitute for it all of the activities recommended by newspapers, magazines, governmental agencies, and a few of the educators, business men, and public figures who have spoken on the subject, we should be following a good many will-o'-the-wisps. In such matters common sense and the carefully considered statements of the needs of the armed services by their leaders are our best guides. We should be both cautious and progressive.

The Department of Instrumental Music carries an ambitious program. The senior band has 70 players, the junior band 74 players, the third band (7th grade boys) 27 players. There are 62 boys in the senior orchestra, together with 27 beginners on stringed instruments. Nine boys are studying piano, and two boys are taking lessons on the organ. On December 15 there were 235 boys taking work in instrumental music, or

about 15% of our boys. Encouragement of the work in music is afforded by the Wednesday organ recitals, musical programs in the lecture course, Chapel organ recitals, attendance at Philadelphia Orchestra concerts, participation in Cultural Olympics activities, and noon broadcasts from the Chapel. Last year the senior band played for Penn Charter, at the Cultural Olympics, and for the Victory Volunteers on City Hall Plaza, besides taking part in five parades. The senior orchestra's only outside activity was in connection with the Cultural Olympics. The junior band participated in five parades.

Both the High School and the Post High School have gratifying academic records. In each of the terms beginning in 1942 there was a smaller number of academic deficiencies than in any of the corresponding terms for a considerable period of years. The enrollment in the High School at the beginning of the September term is presented in Appendix C.

THE BATTALION

On May 11 after the evening meal the headquarters division of the 104th Cavalry staged an exhibition on our North Play-ground, to the great delight of the older boys who were present. The division was in command of an officer who was a member of the Class of 1932. The equipment consisted of a large truck, used among other purposes for two-way short wave radio communication, three scout cars mounted with machine guns, several jeeps, several motorcycles, and four cars used in demolition work. A short wave radio demonstration was given, and the boys had ample opportunity to examine the cars, the machine guns, demolition tools, TNT equipment, fuses, and other materiel. In the latter part of the demonstration the entire caravan went to the west end and back again in order that the smaller boys might have an opportunity to see it.

There is, of course, a marked current interest in things military, an interest that is missing in peacetime. By law the United States Militia consists of all males from 18 to 45. "Every citizen a soldier" was the expressed ideal of Washington and Jefferson, but when the need is not pressing Americans tend to ignore the

arts of war. In peacetime rather few American males receive military training. But at Girard College all able-bodied older boys are and have been enrolled in either the battalion or the band.

Since the military unit functions as a department of the High School it comes under the purview of the Principal of the High School, who writes of it: "We take great pride in the work of the Battalion for the year 1942. The heightened morale that came as a result of the purchase of new uniforms, together with the continued efficiency, steady influence, and inspiring leadership of the Commandant have given us the best Battalion within my memory. The most gratifying phase of the work, in the eyes of an educational administrator, is the development of student leadership. The staff is a most efficient and dependable organization."

This year, in addition to company drill, the members of the Battalion have been detailed on guard duty, and have profited by special talks given to the upper classes by representatives of the armed services. An officer connected with the Recruiting and Induction Service recently commented on these talks to the effect that he knows of no school, military academy, or even college, in this section of the country, where the students are receiving such excellent pre-induction advice and instruction, because the speakers secured are right up on the latest information and regulations. The Commandant himself has also given the freshmen and sophomores instruction on tactics, military discipline, and the courtesies and customs of the service. The boys have responded well to interior guard duty. Interior guard duty is one of the first functions our boys will have to perform after entering the service, so that a knowledge of this will aid them in finding themselves. The Commandant is quite anxious to include signalling or semaphore instruction in this pre-induction training, but he has not as yet been able to find a place for it.

The Battalion participated in several parades this year. There are doubtless boys in uniform an ocean away who remember parades in which they swung down the Parkway behind the Girard College band. One sergeant wrote the President from

a camp in Virginia: "I wish at some time you would bring to the attention of all your boys, the important and very fortunate advantage they have in being required to join the Girard Battalion. I know I hated to drill and never did rise above a corporal, which rank I later lost, but the drilling I did get, and the name that the battalion has among army officials surely has helped me to become a sergeant and is going to help raise me higher. I have passed all my examinations and am now waiting to be called most any time for Officers' Training School."

Another young alumnus who is a lieutenant in the Air Corps wrote: "Am on a train headed for a destination which I cannot disclose, and from there will go overseas.

"My reason for writing to you is to tell you and all 'Girardians' how much the training which I received as a member of the Girard College Cadet Corps has helped me since I enlisted in the army.

The fundamental principles involved in the manual of arms, the study of tactics and the organization of men and things into efficient working units were invaluable in preparing me to comprehend and execute my duties as a member of the armed forces. The ability to receive commands and to give commands played an important part in the very difficult transition from enlisted man to an officer.

"All of these features of the college program, I believe, inculcate qualities of clear and effective thinking, quick and grounded decisions and intelligence in the understanding and discharging of responsibilities that are vital not only to people in the military profession but also to those who encounter challenging situations in the civilian life. We both know that these situations will be the order of the day long after our enemies cease to harass us.

"Now that I am headed for the combat zone, I wanted to let you know how valuable I think the military training is at Girard. There are thousands of other 'Girardians' that feel the same way as I do."

There is another aspect to this matter of preparation at Girard College for army life that ought not to be overlooked. When Major General James K. Parsons was Commanding

Officer of the Third Corps Area he told the writer that he regarded the scheduled living and routine that a boarding school boy is used to as even more important for the making of a good soldier than the drill that he may receive. This observation of General Parsons becomes important in view of the large number of our graduates who have been and will be drawn into military service, not to mention the fact that a certain part of our army leadership will doubtless emanate from boys who have enjoyed advantages that include boarding school training.

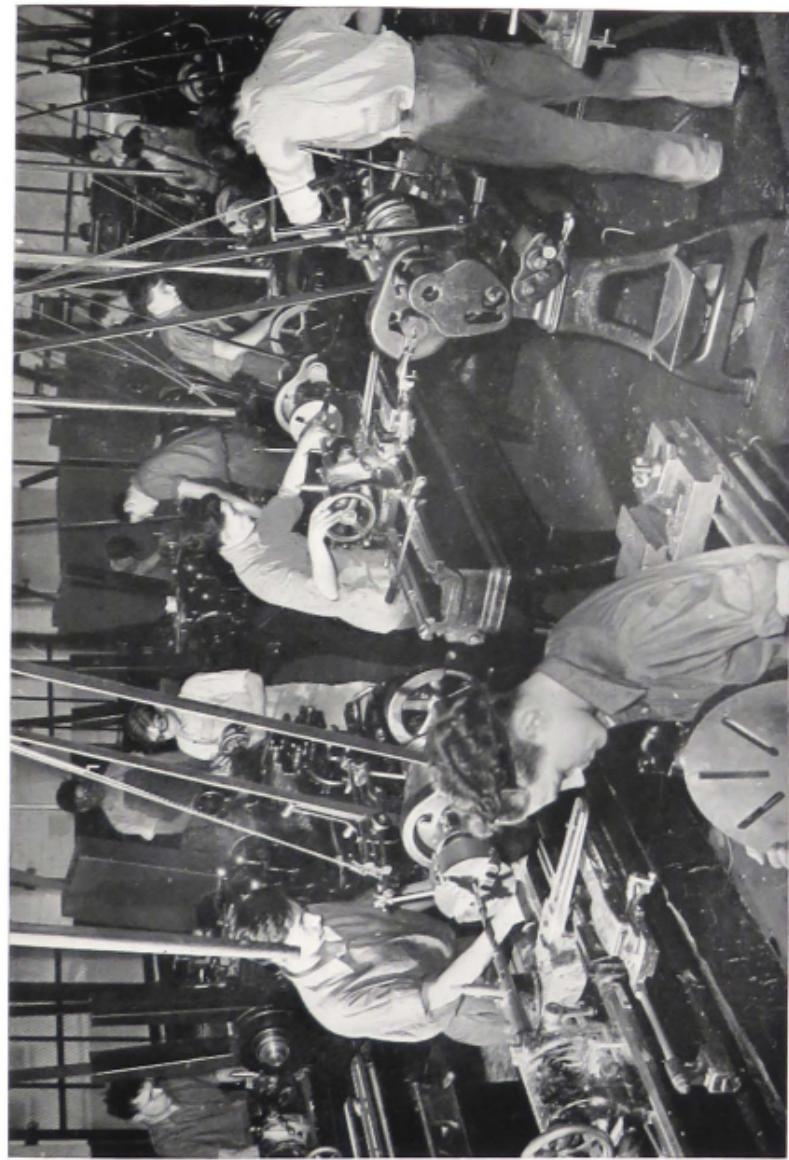
In this connection it is desirable to quote from a letter of Colonel Charles D. Carle, a graduate of Girard College, Class of January, 1906, who, in writing to express his regret that he could not be with us on Founder's Day, said:

"I have full confidence that the cadet battalion under Colonel Jim Hamilton has reached a new peak in excellence. But I have felt for many years that, even if there were no battalion at Girard, its graduates are particularly adaptable to the military service.

"The community life that they share, the orderly disciplined routine that they follow, the teamwork that they develop without loss of initiative, and above all the spirit of patriotism that is inculcated in them provides an ideal background for the soldier that the American Army is trying to create,—willing, obedient, courageous and resourceful."

THE MECHANICAL SCHOOL

In February, 1940, we began to break away from the division of the older boys into High School and Intermediate High School students by setting up General Course electives in the junior and senior years of the High School. It was thought that this plan could be gradually extended in order to eliminate the Intermediate High School, a small unit of the College which completely justified its existence at the time that it was set up, approximately twenty-nine years ago, but which outlived some of its advantages in the meantime. The problem was one of extending the General Course and abolishing the Intermediate High School without increasing costs. Our position was strengthened by the comment made on this matter in the report of the



WAR TRAINING ON THE HOME FRONT

Cooperative Survey Committee, which spent three days with us last year. A section from this report says: "The visiting committees recommend a general curriculum in the High School, with emphasis upon general functional education rather than upon a more narrow, college-preparatory curriculum. When such a curriculum is developed the boys with abilities similar to those of the boys in the Intermediate High School might select this curriculum. This work could be provided under the administration of the High School as one of the choices in the High School program. There seems to be no justification for the restriction that Intermediate High School boys shall not participate in interscholastic activities. As far as the visiting committees could determine, these boys are capable of doing a kind of work which in other schools is recognized as satisfactory. The present arrangement for the Intermediate High School seems undemocratic and likely to develop an unsatisfactory mental attitude on the part of the boys and the members of the faculty."

The whole matter was carefully studied during the school year 1941-42, and the change was made in September, 1942. Since it is impossible to place in the High School curricula boys who have completed any considerable amount of time in the Intermediate High School, such boys will be continued as vocational students for the current school year and will receive their certificates, but henceforth there will be neither an Intermediate High School nor an Elementary Industrial Course, which previously served as a kind of feeder for the Intermediate High School. Undoubtedly the Intermediate High School and the Elementary Industrial Class organization was part of a forward movement a quarter of a century ago, but in the meantime outside high schools have set up general courses, which are not of a college-preparatory type, that can be completed by most of our Intermediate High School boys.

In commenting in his report on this change, the Superintendent of the Mechanical School says: "When Dr. Herrick became President of Girard College he found a great many boys in the High School who were not making a success of meeting the requirements of the college entrance course, which was the only course offered at that time. The decision was made to

collect these boys in a course in which the High School curriculum would be greatly simplified and modified. Essentially it was to be restricted to English and arithmetic, with offerings in civics, physiological and elementary science. One-half of the school day was to be devoted to shop work of the kind and quality offered to the regular Junior and Senior classes. Instead of a diploma these pupils were to receive a certificate, and they were called the Intermediate High School classes. These classes were set up in February, 1913, in Building No. 5 (now Bunker Hall). About 98 pupils were enrolled. The number of pupils in these classes continued at or a little above these figures until after 1929. This would indicate a continuing need for this type of instruction at Girard College over this long period.

"Soon the need was felt for similar instruction for a younger group and in September, 1914, the Elementary Industrial classes were set up. The subjects were mathematics, English, and civics and there were about 42 pupils in this class. Both classes were moved to the High School building in October, 1916. Meantime in September, 1913, Dr. Joseph M. Jameson came as Vice-President and thereafter he took considerable responsibility in the assignment of pupils to these classes and in the type of instruction which they received. When the Mechanical School was enlarged, provision was made for carrying on the academic work in the Mechanical School building beginning in September, 1925.

"In the early days there was a tendency for larger boys with athletic interests to drift into the Intermediate High School classes and in consequence a large part of the varsity teams came from this group. During the First World War in 1917-18 there was much scarcity of labor in war industries, so a cooperative scheme of employment was worked out for the Intermediate High School boys. One-half of them were in industry for two weeks while the other half went to school, and during the next two weeks the groups shifted. The boys were transported by bus daily to and from their work. They earned more money than the average Girard student could imagine. Blessed with athletic prowess and comfortable finances, they enjoyed an en-

viable existence. This system of cooperative work was maintained after the war and did not cease until about 1929, when a general slacking in the labor market deprived the boys of this opportunity for part-time work.

"Because the Elementary Industrial and Intermediate High School boys were unwilling or unable to keep up with the regular High School course of study, a certain amount of stigma tended to be attached to them. Because they were not in full High School standing, there was a possibility that their participating in interscholastic contests would be protested and for some years past they have not been eligible for membership on varsity teams. For many years members of the staff felt that the offerings of the academic subjects were meager and should be enriched. When a survey of instruction in Girard College was made in the spring of 1941, definite suggestions were made for installing in the High School a complete four-year General Course, which, better than the college entrance requirement course, could meet the needs of a large number of our High School pupils; and for including the members of the Elementary Industrial School and the Intermediate High School in that group. A High School academic course, modified to meet other needs, but enriched by work in science, social studies, and art, was prepared for the Elementary Industrial and Intermediate High School boys. They ceased to be members of a group largely segregated from the High School. In order to emphasize the fact that this segregation had ceased they were housed in the High School for all other academic work, and the old names for their classes were dropped. When the present Vocational Two and Vocational Three classes are certificated in 1943 no remnant will be left of these segregated groups.

"So will end an interesting and valuable phase of education in Girard College after an existence of 30 years. The boys of these classes did not receive the more extensive academic training given to the boys who pursued the regular courses, but they did receive training well suited to their capacities and interests at the time. Especially did they receive close supervision and training in the development of proper work habits and precision in work. The relatively small size of these classes and the close

personal contacts maintained by their instructors created an atmosphere of guidance and mutual confidence which brought about a fine development of personal qualities on the part of most of the boys in these classes."

It is to be hoped, of course, that the real gains made in the establishment of the general curriculum will not wipe out the advantages of the other type of instruction for our less able boys. It did seem, however, that these latter were enjoying our most expensive instruction in small classes and at the same time suffering the stigma of segregation.

Increasingly we feel the effect of war conditions in restrictions on the purchase of materials for the shops. Against our A-10 priority rating comes the impact of such items as hardware, tools, ferrous and non-ferrous metals, and plywood which require much higher priority ratings. Some things we do without. The situation becomes more difficult week by week. Because of farsighted buying long before the priorities were enforced we have managed to get along so far without serious handicap. When the situation becomes more difficult, as it undoubtedly will during 1943, we shall, perforce, adjust ourselves to it.

During the greater part of the year the Mechanical School has been cooperating with the U. S. Ordnance Department. Experimental work for projectiles for 27mm. shells and for fuse timing connections for larger shells was completed. Although we could do this work, our experiments showed that these jobs were not suitable for other vocational schools, so these items were dropped. We made 52 precision gauges for use on projectiles. The Ordnance Department also sent us bronze discs to be machined into parts for gun sights on big guns and steel cylinders to be fashioned into parts for meat choppers in Army camps. Plans are under way now to provide the material to make small brass castings in our foundry and this job may also involve the pattern shop and the machine shop. For a neighboring industrial firm engaged in war work, parts for thirty drill grinders have been made, and material is expected to arrive soon for additional work in both the machine shop and the foundry.

The work referred to has been carried on in our shops



IN THE MECHANICAL DRAWING CLASS

and has made possible the securing of materials otherwise difficult to obtain. Alumni to the number of several thousand are in war industries now. During the last four years younger alumni have been placed in thirteen leading industries as follows:

Glenn L. Martin Bomber Factory.....	66
Philadelphia Navy Yard.....	44
Westinghouse Electric Company.....	44
General Electric Company.....	39
Baldwin Locomotive Works.....	26
Bendix Corporation.....	26
New York Shipbuilding Corporation.....	24
Budd Manufacturing Company.....	19
Bethlehem Steel Company.....	16
Cramp Shipbuilding Company.....	15
Midvale Steel Corporation.....	12
Empire Ordnance.....	12
<hr/>	
	343

LIBRARY SERVICE

The Library is supporting the war effort of the College in every possible way. It is at one and the same time fostering the cultural needs of the boys and supplying them with up-to-date materials, both practical and technical, in the fields of war industries. It is furnishing them with pertinent information about the various branches of the armed services of the nation. It is supplementing with books and related materials the new courses in pre-flight training now being taught in the high school. It is aiding with periodicals, pamphlets and source bibliographies the air-minded approach now being emphasized in the teaching of the sciences, the social studies, and mathematics.

In her report the Librarian comments: "The Library staff is also keenly aware of the need for planning now for the kind of post-war world we hope to establish, and book selection to that end is done with considerable care, aided by consultations with other members of the College staff. Our older boys, so eager to digest all kinds of current war information, need to be

guided into fields of background reading, to inform themselves about the larger aspects of global warfare, and to be prepared in some degree at least to understand the problems we face in attempting to formulate plans for an enduring peace. It has been said that 'Of all the ages of life, youth is the time when energy, idealism and interest in other people can be captured most readily for constructive purposes.' Those three attributes, energy, idealism, and interest in other people, are precisely what will be most needed in the re-shaping of a war-torn world."

Appendix E presents a summary of Library statistics. The Children's Room and the Elementary School Library both show decreases in attendance and in circulation totals. These losses, however, are more than accounted for by the decreased enrollment for the year. The Elementary School had eighty-one fewer boys than in 1941. This number when counted in rostered class periods would represent a loss of approximately 1600 in attendance in the Children's Room. The actual loss in that room was 958, showing that the difference was made up in a greater voluntary use of the room by the boys in their free time. A similar explanation covers the loss of 498 in the circulation of books in the Children's Room. A fairer estimate of the amount of reading done by these boys is one made upon the per capita basis, which shows an average of twenty-five books per boy as against an average of twenty-three books per boy in 1941.

During 1941 a survey of private school libraries was made by the Private School Teachers' Association of Philadelphia and Vicinity, of which the Supervising Principal of our Elementary Schools is President. Early in 1942 the results of that survey were printed. As our Library was one of those included, it is of interest to note some of the comparative data.

The twenty-seven private school libraries included in the survey were grouped as follows: eleven boys' schools, nine co-educational schools, and seven girls' schools. The size of Girard College naturally placed our Library at the top of each statistical summary when totals alone were considered. But the per capita rating found us occupying varying degrees of prominence.

For instance, our total book collection was larger by 10,000

volumes than the next largest school library, but when rated on the basis of the number of books per student, we stood sixth in the total of eleven boys' schools, and twelfth in the grand total of twenty-seven schools.

Again, our annual library budget topped the list of all twenty-seven schools. But on a per capita basis we placed fourth in the eleven boys' schools and sixth in the total of twenty-seven schools. The highest ranking boys' school spent \$8.00 per student for library purposes, the second highest spent \$5.33, the third highest \$4.90, and we in the fourth place spent \$3.70 per student. This figure is for 1941. Our figure for 1942 is slightly lower.

In the matter of the number of books circulated, we again topped the list with the largest daily circulation, and it was gratifying to find that we held second place among all twenty-seven schools in the average monthly number of books borrowed per student.

The daily attendance ratings were estimated on the percentage of the entire student body attending each day. Our average daily attendance represented 30 per cent of our student body, which placed us first among the boys' schools, and second among the total of twenty-seven schools. One co-educational school topped the list with the quite unusual showing of 47 per cent of its student body in daily attendance in the library. We feel sure that our boys would have an answer for that!

Surveys such as this reveal little more than can be divulged from statistical records. They are in no way comparable with the type of evaluation that has been so adequately worked out by the Cooperative Study of Secondary School Standards. But we welcome at all times any means of measuring our own degree of efficiency by comparing our work with that of other educational institutions.

One class of about twenty boys this year organized a kind of book club, and made their weekly library period an exchange session when the best books read during the previous week were immediately bargained for by other fellows of the group. In some cases a given book was read by as many as six boys in the same number of weeks, each boy "selling" it to another after having read it himself. Taken at random from the circulation

files a few of the books which these boys read are: "He Fought for Freedom," a story of Ethan Allen; "He Wouldn't be King," a life of Simon Bolivar; "The Forbidden Ground," a Revolutionary War story by Neil Swanson; "The Dragon Seed," Pearl Buck's latest book on China under modern warfare; "Strife Before the Dawn," Mary Schumann's authentic story of Colonial America; "The Olympiad," ancient Greece in all its glory; "War in the Air," concerned with the identification of aircraft; "All-Out on the Road to Smolensk," a reporter's account of the German invasion of Russia; "All Gaul is Divided," a volume of letters from occupied France; and the perennial "Gone with the Wind."

As a measure of safety against possible air-raid bombing, the letters and business papers of Stephen Girard have been removed from the third floor of Founder's Hall and have been placed on the first floor of that building in a room adjoining the Relic Room. This room will make a very suitable depository for the permanent housing of this valuable collection. At the present time the windows are darkened with sandbags but the electric lighting, heating, and general working conditions in the room would make it altogether feasible to proceed with the final cataloging and coordinating of the entire collection. This is work that must be completed before there can be any thought of microfilming the collection, and the Librarian urges that this matter be given consideration even at the present time. Another matter of concern to the Librarian is the careless way in which the early records and reports of the College were stored years ago in the arches of Founder's Hall. In their present state these records are quite useless, for many of them are unfiled and disarranged. Some method must be worked out to give these records an orderly arrangement.

HOUSEHOLD

The reflections of the Superintendent of Household on the events of the year led him to draw a parallel between the experiences of his department and those of Alice and the Queen in the garden of live flowers. They had been running at

quite a swift pace, and Alice was out of breath. When Alice asked why they made such haste, the Queen replied, 'Now here, you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that.' If the fastest pace has not yet been set, we can only hope that when the pace quickens, we shall have the reserve strength to keep it.

The chief difficulty has been with personnel, of course. It was not strange, perhaps, that a procurement officer, while investigating a housemaster for a commission in the Navy, should say the demands on the Household were numerous because here was a young, capable, and carefully selected staff which could be as useful to the Navy in time of war as it could to a school in time of peace. It is some consolation to know that men and women qualified by education, general efficiency, and resourcefulness are rated high in this time of national emergency.

One of the most important considerations in the service to the boys of the College is the maintenance of a well-trained and experienced household staff. That has been done in the past year with the greatest difficulty, partly because the armed forces made so many calls upon it, and partly because well qualified men and women could not readily be found to take the places of those who resigned or were granted leave during the war.

The policy inaugurated in the First World War of carrying employees of the College who entered the armed services as absent on leave was continued. Their positions were filled temporarily by substitutes with the expectation that they may rejoin the staff at the end of the war if they elect to do so. There were ten such withdrawals from the Household personnel in 1942, in addition to two for the same reason in the previous year. The staff became so broken in the latter part of the summer that Mr. Sydney Connor, who was on sabbatical leave for a year's study at Yale, was called back to the College for service as a housemaster. He was called again, this time by the Navy, in early September. Gradually the vacant positions were filled by substitutes so that at the opening of the College in the fall only two housemasters were needed to com-

plete the staff, and they were selected before the term was well under way.

In addition to the nine housemasters and one governess who entered the services, five of the substitutes filling their places enlisted or were drafted, eleven housemasters and governesses, including three substitutes, resigned for various reasons, most of them to accept more lucrative positions in war work, and two were transferred to positions in other departments of the College. Mr. Archibald Ralston, Senior Playground Teacher and Superintendent of the College Camp, died in July.

There were thus twenty-nine changes in the staff, which is the largest number that has occurred in any one year in the last two decades. Fifteen men and women left the service in 1920 and again in 1923, and twenty in 1929, but not in any of the preceding twenty-two years have the changes equalled those of 1942. The records indicate that in 1918, during the First World War, ten men were granted leave from the Household Department to enter the armed services and seven of their substitutes resigned for the same purpose. The smallest annual turnover in the Household Department occurred in 1939, when there were only two changes, and in the preceding year there had been only three.

The number of boys in each of the four upper houses was reduced from one hundred forty-four to one hundred twenty-eight. While a reduction of sixteen may not be noticed when the boys are together, it made possible some very real improvements in the living conditions of the boys. For example, it has been possible to remove two tables from each of the dining rooms, and congestion has also been relieved in the dormitories, shower rooms, living rooms, lavatories, and study halls. Best of all, reducing the number of boys has made it possible for the four housemasters to give a more personalized attention to those who remain.

Similar reductions were made in the number of boys assigned to sections below the houses. The four sections in Lafayette now contain thirty-six instead of forty boys. Good Friends now has thirty-four boys in each section, and the Junior School

and House Group have thirty-one and twenty-five respectively. Some degree of relief from crowding has been apportioned all along the line.

The Conference Committee, containing representatives of the four upper houses and classes and members of the School and Household staffs, held regular meetings throughout the year. This Committee dealt chiefly with questions that arose out of the College home life of the boys. Most of its decisions were acted upon by the departments concerned, and only now and then was there one of sufficient importance to be referred to the President of the College. One of such a nature was a report on the social life of the boys. It contained various suggestions concerning the class dances, the time of beginning and ending, the sources of obtaining partners and facilitating their transportation to and from the College. The Conference Committee and the School and Athletic Councils, which consider matters in their respective fields, are not student government bodies, but they do offer opportunity for the expression of student opinion, which is always interesting and often constructive and helpful. The dormitory house committees gave invaluable aid in maintaining order, cleanliness, and good repair of furniture and equipment in their houses. They busied themselves successfully with the routine of housekeeping, "the common task, the daily round."

Just before our entry into the war a staff committee had been appointed to plan for the refurnishing and renovation of the four living rooms in each of the four upper dormitory houses, one house at a time. When the committee made a preliminary survey of Bordeaux Hall, it seemed doubtful to them that attractive living rooms could be made of the four long, large rooms on the first floor. It was thought best to make a beginning in that building, however, and the first step taken was to move half of the steel lockers from the first floor to the basement. Those that had to be retained on the first floor were placed behind an oak panelled partition in the northwest room. Doorways were opened between the two pairs of north and south rooms; the color of the oak paneling on the walls was lightened by removing accumulations of varnish; new ceilings

of Celotex were laid over the ornamental sheet steel ceilings, and the plaster walls above the paneling and the door and window trim were painted in varied but harmonious colors.

With the background thus prepared, the two south rooms were furnished with leather-covered sofas and armchairs as a men's lounge. The two north rooms were continued as play and game rooms. The heavy oak furniture previously used was repaired, refinished, and retained for use in these two rooms. New Windsor chairs supplemented the upholstered furniture in the lounge. Tables, desks, rugs, drapes, and floor and table lamps completed the furnishings. Priority requirements and other restrictions compelled our giving up some items that would have improved the appointments, but the result is attractive and comfortable for the large group of high school boys which it is intended to serve. There is no question about the fact that by having committees of the College staff give careful study to the matter, we have moved ahead in making the living rooms of Allen Hall, Good Friends Hall, the Junior School, the House Group, and Bordeaux Hall better rooms at relatively modest expense. Unfortunately, existing conditions make it impossible to refurnish another building.

A letter received recently by the President of the College from a mother of one of the boys referred appreciatively to "the patience, long suffering, and real bigness of those placed in charge of our boys." It has been a year that has tried the good qualities of our Household staff, but they have come through it with flying colors. In this connection, it is well to quote the concluding paragraphs of Mr. Davis' report:

"It is proper that the report of this first war year should contain some expression of appreciation of the services of the housemasters and governesses who have been called upon so often to render extra service in this emergency. Their work is always exacting, and it has been particularly so the past year for the seasoned members of the staff who have borne the burden and the heat of the day. To paraphrase a statement of Henry Van Dyke's, we could say that they have been patient in daily duties, have striven to conquer the evil powers which

are the enemies of youth, quickened the indolent, encouraged the eager and steadied the unstable.

"In dealing with so many boys, they doubtless offer silently the prayer of Angelo Patri, 'Give me great patience and a long memory.' They are sustained, too, by the conviction that there is no more important job anywhere than the education and training of youth for citizenship in a democracy. Let us say to them in the words of a philosopher of the Middle Ages, 'No one serves the State better than the moulders of raw boys.' "

PHYSICAL EDUCATION AND RECREATION

A recent report of the Educational Policies Commission published by the United States Office of Education Wartime Commission states: "The health, safety and physical education program in the elementary and secondary schools and in higher institutions should be given a higher order of priority among the competing educational interests."

The aims and applications of a physical education program in any school system must be reviewed and revised from time to time in order to meet changing conditions and needs.

Until recently the problem of physical education has been largely the securing and conserving of health. In times of war the simple matter of good health, desirable as it is in itself, is not enough. Added preparation is demanded for activities where increased agility, endurance, and methods of self-preservation under stress, confusion, and danger are required. War activities make greater demands upon the human body than those of peace.

Girard College has devoted more periods per week to physical education than most schools, so that it has been unnecessary to follow current educational practice in increasing the amount of time for this subject. A revised schedule for high school boys has improved the program in physical education. This new program, which brings together boys of approximately the same ages, provides opportunities for them to receive instruction and coaching in groups sufficiently small to make the giving of this instruction practical and positive. There are fewer interrup-

tions in this schedule than we used to have, a factor which greatly increases the likelihood of sustained interest on the part of the boys. Emphasis is being placed more and more upon the practice of those skills and aptitudes which lead to the development of speed, endurance, and adaptability. This new arrangement of recreation time has made possible regularly graded instruction in the principles of health education for the freshman and sophomore classes, including instruction in first aid, artificial respiration, physiology, accident prevention, and safety.

It is now possible to give every boy in the High School preliminary physical training of the type he will receive after he enters armed service. In swimming he is taught, in addition to fundamental stroke instruction, to dive, to swim under water, to float for long periods wearing clothing, to undress in the water, and to give first aid and resuscitation. In the gymnasium he practices rope-climbing, swinging over obstacles, ladder-climbing, and tumbling, in addition to regular apparatus work. On the playground and in the armory he is taught to run, jump, crawl, scale walls, swing by his arms, and carry a boy of his own weight, in addition to receiving fundamental instruction in a large variety of athletic games. Much of this instruction is given by the use of obstacle races where the spirit of competition breeds a strong incentive to do things in the shortest possible time. Much variety in the selection of athletic and health education programs is still given to the individual boys.

The need for recreation is greater in a war emergency than in normal times. Young people need a variety of pleasant, invigorating activity, not only that they may carry on the tasks assigned to them with persistence and perseverance, but also that they may throw off the burdens of the heart which are bound to come when family disruption, bereavement, and sorrow are of daily occurrence. Morale, Mr. Sparks reminds us, depends not so much on sudden and frequent inoculations, as on a sound, working philosophy and an ability to replace despair with optimism and fear with courage. This is particularly true in a large boarding school like Girard College where older boys know that within a year they will probably be called into the Army.



TWO OF THE ATHLETIC SQUADS

Furthermore, in such an environment boys live closely together and propaganda, both good and bad, is likely to be given considerable attention. It is the duty of the College to provide in every possible way healthy outlets for expression in order that discouragement may be kept at a minimum.

Competitive athletics are more than a morale builder, for they are now receiving national recognition as efficient conditioners and tougheners of both body and mind. Many of the qualities which are developed in physical competition are qualities needed in fighting a war. Resourcefulness, alertness, stamina and courage, which are developed through athletic games, are at a premium in the training of a soldier. These benefits are kept in mind as the College maintains athletic relationships with a large number of private schools and high schools in the vicinity of Philadelphia. First and second teams are supported in most branches of sport. If the exigencies of war permit, we shall continue our interscholastic schedules. Restricted transportation facilities will modify in a large degree the distances which our teams may go, but restrictions resulting from difficulties in travel will be compensated for by additional contests near or in Philadelphia.

A summary of the results in interscholastic sports in 1942 appears as Appendix D. This is a satisfactory record. It was gained without sacrifice in scholarship or citizenship and with an amount of practice time which would be considered modest if measured by practice periods available in the majority of the schools with which we had athletic competition.

The values and outcomes of athletic competition should be extended to as many of the boys in the College as possible, and with this in mind the number of teams organized and playing intramural schedules in the High and Junior High groups has been increased. The interest in these games has been keen. Schedules of games have been played in soccer, basketball, track, baseball, and swimming, and in several instances three or more teams enter a sport in each of the four upper houses. Merchant Hall won the competition in soccer and swimming; Banker in baseball and basketball; Mariner in track; Bordeaux in volleyball. A point system was worked out through which the house

having the highest score for the year in all sports received a permanent trophy in the form of a plaque. Each team in each house, however many teams there may be in the house, has its score counted toward the winning of this plaque. The result has been entirely satisfactory, and the plan seems likely to be continued indefinitely. The winner of this plaque for 1942 was Mariner Hall.

The rejections by the Army and Navy of men unfit physically to serve their country are in many cases caused by a lack of muscular balance with resulting functional irregularity. Boys of the College who, as a result of physical examination, are found to be in need of remedial treatment are sent to the teacher of corrective gymnastics, with the result that in a reasonable time all are greatly aided and many of them are restored to normal.

Our six troops of Boy Scouts numbering approximately three hundred boys have had a successful year. Each troop has averaged two hikes a month. These hikes have been for the most part all-day hikes on which boys carried their lunches, frequently cooking a part or the whole of the noonday meal. The hikes have taken them to the Scout Triangle, the Henry Avenue Bridge, Chestnut Hill, Germantown, Fairmount Park, Pennypack Park, Flat Rock Dam, the Zoo, the Aquarium, as well as to a large number of museums, shrines, and places of interest in Philadelphia. "Know your Philadelphia" is one of the Scout aims. The usual number of Scout meetings have been held, and the attendance at these meetings has been satisfactory. The troops participated in several scrap drives, book collections, and phonograph record drives. Merit badge awards and scout advancement have not been so pronounced as in former years, due to the fact that many of our Scoutmasters were drafted or went into the service of the Government, thereby destroying the momentum of continuous leadership. Our experience was not greatly different from that of troops outside the College, except that our program has perhaps been less adversely affected.

The lecture and entertainment program for this year is given in Appendix F.

WAR INFLUENCES ON THE BOYS

The effect of the war on the student body is really discussed in several sections of this report, and the present section is limited to only one phase of it. The year 1942, the first full year of the Second World War, presented to Girard College, as to other schools in the country, a succession of problems growing out of this country's participation in the war. These problems have had a large measure of attention here and on the outside. It has been said that history does not repeat itself, but the problems during the year bear a close resemblance to those that beset the College in 1918. They differ largely in number and degree of difficulty, and they are much more complex and far-reaching. As a matter of fact, the nation has gone very much further into a war economy in one year than it went in the year and a half between the Declaration of the last war and the Armistice.

The prospect that the Senior-two boys, who spend their last term at the College in Allen Hall, will in six months or a year be inducted into the nation's armed services has had a sobering effect upon them. They are less prone to debate national policies than they were a year ago, and they show an eagerness to take their places, whatever they may be, in the defense of their country. They are naturally somewhat restless and somewhat less responsive to regulations than boys have been heretofore.

We can deal with these irregularities with somewhat more patience if we recognize that this is happening to youth in school and out all over the country. Indeed, these conditions parallel exactly those which existed at the College in 1918, if we may judge from the reports written at that time. The President of the College said in his report for that year, "The spirit of adventure born of war has made boys unsettled and not easily amenable to discipline while here, and it has tempted boys, to a much larger extent during the past year than in the years preceding, to leave the College by going over the wall and to seek experiences in the life outside." One further quotation shows that youth everywhere were similarly affected. "If we have had some special difficulties and have had to struggle along a bit during the past year [1918], we may comfort ourselves with

the thought that what we have experienced has been only a symptom of what has been going on in the world at large and in our own country in particular."

One of the vicious effects of war is that the child is the first casualty. Unquestionably the impact of the war is severely felt by all pre-adolescents and adolescents, and our responsibility is to do the best we can for them. We shall try to forestall an increase in misconduct by revitalizing and varying our program within the limitations under which we work. The good of the larger number rather than the benefit of the individual is a fundamental wartime concern, and this may mean that more boys will leave the College in the immediate future than in comparable periods during the last four years. In those years we prided ourselves upon the great success of a human salvage program. To the continuation of its success many forces beyond our control are opposed.

We were amused at the remark current several years ago that it was too bad that hard times had to fall right in the middle of a depression. But it is true, when other difficulties were to be expected, that great inroads were made within our housemaster group. Many of these men became Army and Navy officers or war workers. At the end of the year only two of seven experienced men were left in Good Friends and Lafayette Halls. In spite of all the new men could do, there was an unavoidable curtailment of competitive athletics, hobby, shop, and Boy Scout activities, in which boys of ten to thirteen profitably engage.

For a short time the boys in these two buildings were guilty of more irregularities than the rest. It is a pleasure to record, however, that at least two groups, including more than five hundred boys, were affected but undismayed by the confusion and upset conditions imposed by war. In the Junior School and House Group both boys and staff have adjusted themselves satisfactorily to a series of changes unfortunate from some points of view but entirely necessary. Owing to the lack of an adequate force of domestic employes, boys for a time used paper cups and plates at meals. For the same reason the dining rooms in two of the houses were closed and the boys distributed to have their meals in the remaining four. They have met changing conditions well

and are gaining new powers of adaptation from the emergency. Even these youngest boys go to their shelters at the sound of the air raid siren with a calmness and confidence equal to that of much older boys. The staff changes in these two units left only two of the experienced housemasters out of the five who normally serve there, and a relieving governess was called in to substitute for one of the men on leave. Another unusual change, also the result of shortage of domestic help, was the closing of the officers' dining room in the Junior School and the transfer of the teachers, housemasters, and governesses to the cafeteria for their meals.

A somewhat less rigid program than we have followed heretofore may have prevented the occurrence of more misconduct. To be sure, at no time would any but a few of our difficulties be termed juvenile delinquency. Our troubles largely consist of minor offenses against good discipline, and these have increased here and elsewhere. Such an increase might be expected here because of the large number of changes in the Household Department due to military and naval service rather than because of influences from the outside, although it would seem unlikely that we could escape some of these influences. When the world outside of school becomes more and more interesting and exciting, and when relatives of both sexes are going into uniform or into war work, getting thrills and money aplenty for luxuries and recreation, school life by contrast is drab, and classes in English composition, algebra, or patternmaking, not to mention household routines, appear "stale, flat, and unprofitable," all the more so when brothers and other relatives on leave from the armed forces bring home accounts of deeds on sea, on land, and in the air. This impression is strengthened by programs on the radio and stories in the newspapers.

Despite these influences, our boys have given a very creditable account of themselves. The writer would heartily endorse the statement of Dr. Edward M. Twitmyer, our psychologist, who says: "I cannot help but comment on the fine attitude most of our boys have shown in meeting new conditions created by the emergency situations under which we must operate. Naturally the effects of war conditions, both internally and ex-

ternally, tend to arouse in both pre-adolescent and adolescent youth a kind of hyper-activity not normally present. Passing as they are through an age of great instability, it is not surprising when an influx of unusually exciting events brings about in youth the unconscious desire to move along at a pace equal to that which is surrounding them . . . It is my belief that we should at the same time be seeking positive means for helping establish the desired control and that our success will largely be determined by striking a proper balance in this direction. At this time all of those coming in direct contact with our students should be made extremely conscious of the additional effort which must be put forth under these circumstances and the need for a positive approach when and wherever possible." Most boys come through a period of this sort, but our psychiatrist, Dr. Smith, notes in some boys a sense of insecurity that reflects the insecurity felt by many adults on account of the war.

Many boys have been personally affected by the enlistment of near relatives, and in a few cases have had brothers or cousins lost in service. We try to keep such situations in mind when dealing with individual boys, and we sense the effect of such events on a boy's friends. In general, elementary schools are less touched by the war than schools for older children. Yet younger boys too are undoubtedly subjected to war influences. Our non-departmental organization has helped many teachers to take their boys over rough spots, although somewhat more frequently than in other years Dr. Twitmyer has been called upon for assistance with problem cases. Several of the boys sent to the Remedial Class have been returned to school and have made a satisfactory adjustment. When older boys give occasional evidence of carelessness, indifference in the matter of personal appearance, courtesy, disloyalty, and poor study habits, the war is often a large contributing cause. But it should always be borne in mind that our average high school freshman is a full year younger than his fellow outside. This fact has a bearing upon both academic achievement and social adjustment.

Each year brings its problems, and a good school ought to be able to take a war in its stride unless it loses most of its staff. Dr. Melchior, who will soon complete thirty years of service at

Girard, says: "Each year there seem to be more things to be done, more problems to be met, more changes to be made, greater service to be rendered to the boys of the College. Surely we cannot travel on past momentum—we must put even more heat under the boilers."

In dealing with the current restlessness of youth, a good boarding school is always more fortunate than day schools because of the more complete control it can exert on its students. Moreover, Girardians are really a group to be proud of. They have come through the first year of the war with colors high. They have a great pride in their school. One can never forget the line that appears in each issue of their newspaper and magazine: "Next to being an American, it's great to be a Girardian!"

CIVILIAN DEFENSE

In the Report of the President for 1941 a rather full account of civilian defense activities was given under the title "Girard College and the War." In our efforts to protect life and property at the College we are following the admonition that "instead of hoping for the best, America should prepare for the worst." Should we not be bombed our preparations would not be wasted, because the College will be better protected than ever before against fire.

Naturally there have been developments in the program. A special civilian defense number of the *Girard News* was distributed to each boy and employee of the College. This issue contained complete information and instructions pertaining to air raid precautions. Arm bands with the letters GCCD were made by the Mechanical School and issued to the boys having defense assignments. These boys are being kept up to date on defense matters by frequent instructions and by being shown motion pictures on various phases of civilian defense. In addition to the large placards which were posted in all buildings to provide general instructions, a smaller card has been placed in each room used by boys. This gives definite information as to the location of the shelter to which the boys in that room should go when the alarm is sounded.

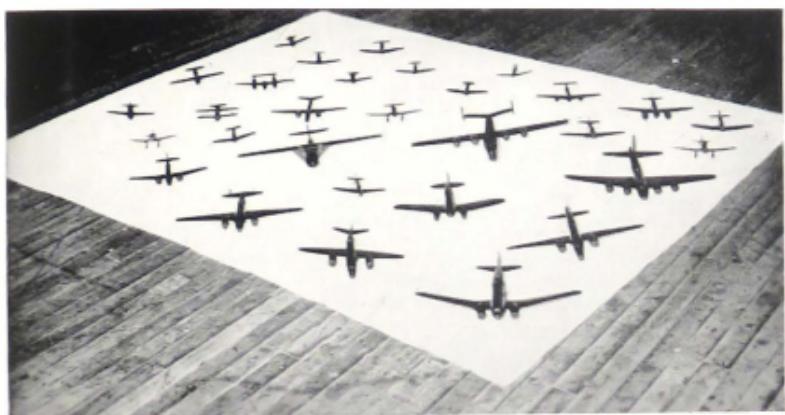
As was reported last year, several members of the Household attended classes in air raid, auxiliary fire, auxiliary police, and Red Cross schools. The information so gained was passed on to the boys, and they were organized under the Civilian Defense Committee for the defense of life and property at the College in case of an air raid.

The boys of the senior and junior classes were divided into four platoons, each platoon containing seventy-two boys from the five upper houses. They were then given demonstrations and instruction in the use of stirrup pumps and sand in the control of incendiary bombs; in self-protection by means of goggles, asbestos gloves, and blankets; and in aid to the injured, simple bandaging, emergency splinting of broken bones, artificial respiration and moving a patient by means of a six-man stretcher.

The boys of each platoon are on call for air raid emergency duty for one whole week out of every four, beginning the Sunday of one week and ending the Saturday of the next, and do not leave the grounds except by special permission. When an air raid alarm is sounded the boys of the platoon on call constitute the auxiliary air raid wardens, fire and police wardens, and messengers. They report to the stations which have been selected as points of vantage for their various services. If the alarm is given in out-of-school time, all other boys, housemasters, governesses, and other employees repair to air raid shelters, which are the safest retreats on the grounds. A similar organization of boys and teachers work in the same way if the signal sounds during school time.

Good Friends maintains a messenger service developed from the Boy Scout troops, which supplements that of the older boys. Sand bags, shovels, asbestos sheets, gloves, axes, and other like equipment have been assigned to the different buildings of the College so that they will be at hand if needed.

There have been many air raid tests and the organization worked promptly and smoothly. If a raid should occur these boys would deal as efficiently with a fire, bomb, or casualty as we should have a right to expect. It is quite natural that the boys on call who would normally go out on Saturday or Sunday should be irked by being required to remain at the College.



AIRPLANE MODELS
CONSTRUCTED BY BOYS FOR THE GOVERNMENT

There were some evasions of the duty at first, but now each boy has come to regard the giving up of the privilege of going out as a personal sacrifice necessary for the safeguarding of persons and property.

One of the sirens purchased by the city has been installed on the roof of the High School Building. Our own alarm system has been coordinated and can now be rung from a central location on the campus. As previously reported, the telephone sequence and messenger service supplement the alarm. Two electrically operated horns have been installed to give preliminary air raid warnings on the playgrounds.

Our Committee on Civilian Defense feels that the Girard College Camp is not suitable for use at times other than May 15 to September 15, and that it should be continued as a vacation place rather than as a refuge. If there should be frequent raids during the summer months, and it were deemed necessary to evacuate all boys from the College, additional capacity could be made available at the Camp by the use of tents. If it should become necessary to evacuate boys from the College during the time that the Camp is suitable for use, we should probably send there as many boys as possible from Philadelphia and other target areas, and send boys from other areas to their homes. At the request of the President of the College, the Superintendent of Admission and Discharge has cooperated with the Committee in making a study of various plans for evacuating the College in case of an emergency. Mr. Macy's knowledge of the State would be helpful in arranging for places to house the boys if it should become necessary to move them from Philadelphia. Naturally, our greatest problem in connection with evacuation would be transportation.

From time to time changes are made in the College defense organization in order to keep it flexible and effective. The Chairman of the Committee, Mr. Anderson, attended the annual meeting of the Association of Superintendents of Buildings and Grounds of Universities and Colleges, held in Philadelphia in May, where a large part of the time was devoted to civilian defense and air raid precautions for educational institutions. He also attended the meeting of the Philadelphia Regional Safety

Conference held the same month which was devoted exclusively to civilian defense. These contacts are quite useful in connection with our defense preparations. Dr. Bauer and Mr. Anderson were also summoned to attend a three hour session on gas defense held at the Navy Yard in May. Both gentlemen reported that they had received valuable information in connection with protection against poison gas attacks and the treatment of casualties resulting from them. Plans were prepared for the construction of a gas decontamination room in the northeast corner of the basement of the Infirmary. Such a room would be of little or no value, however, until gas masks are issued to the civilian population.

Doors between the Directors' Room and the Relic Room in Founder's Hall have been installed. The entrance door from the south corridor to the Relic Room, which contained glass, has been replaced by a solid wood door. The breakable statues and busts, including the bust of Napoleon in the Directors' Room, have been crated and stored, and the pictures in the Relic Room have been removed from the walls. The windows in the Relic Room and in the Manuscript Room behind it containing the Girard papers are now completely sandbagged. As a precaution these two rooms have been closed to visitors for the duration of the War. As indicated elsewhere in this report, the ten safes and the ships' boxes containing Girard papers formerly housed in the attic have been moved to the first floor of Founder's Hall.

THE STUDENT WORK PROGRAM

On Pages 24 to 26 of the President's Report for 1941, there is a discussion of our self-help plan that has been in operation for eight years. This indicates the year-round chores that a Girard boy has and something of the educational value of this work experience.

This program had to be expanded as a matter of necessity. It became apparent early in September that because of the labor shortage help must be given the Domestic Economy Department if the conventional three meals a day were to be served. The

call went out to boys in the five upper houses and in Lafayette and Good Friends Halls to add to their regular household duties service in the dining rooms, pantries, and kitchens, and occasionally elsewhere. From a half-dozen to twenty boys were required from each unit every day. At first the problem of interviews, rostering, supervision, and correspondence was quite overpowering because of the variety of the work and the frequently changing needs at different points which changed every few days. The appointment of a Director of Student Work helped to distribute the burden quite equally among the boys and reduced the energy the housemasters had to give to the work. This is as it should be, for it is obvious that the more time housemasters have to spend on routine domestic affairs the less they will have to give to the personal problems of the large groups of boys in their care.

The appointment of a special assistant to the President, with the title of Director of Student Work, meant that we were being realistic and meeting the situation head-on. One of our staff, Mr. James D. White, teacher of commercial subjects, was temporarily detached from his regular duties and assigned to the task of coordinating more effectively all the extra student work that has been added since last winter and all that may have to be added in the future. Mr. White, who is a graduate of Girard College and of the University of Pennsylvania, has had previous teaching experience in both boarding schools and day schools elsewhere, has served as an industrial production clerk, as a kitchen steward in a large hotel, and as a farmer. He has been connected with the faculty of the High School since 1936, knows the College well both as a former student and as a staff member, and is well liked. He brought an interesting background of experience to this work.

An advisory committee of members of the College staff determined some matters of policy. A student committee has also been of great assistance in presenting the boys' viewpoint, and a number of its excellent suggestions have been carried out. Attempts have also been made to profit by the experiences of other schools during the current labor shortage.

In a single week, one hundred and three boys are now en-

gaged in the work program, being employed entirely in the pantries, dining rooms, and a few in the kitchens. No boys are performing any regular duties in the engineer's department, although plans are ready to give assistance there also if shortages develop. A few boys work irregularly in the Bakery, delivering bread, and some boys have helped in the Laundry, sorting socks and folding shirts. There are, of course, many tasks in the service departments of the College that boys cannot perform because of the skill and training required.

Each week a list is compiled of boys who are to work in the various buildings for the following week. A master copy is made, duplicated, and sent on Monday morning to all persons concerned with absences. Blue "work passes," printed in the Print Shop, are issued by the office to all boys working at noon only, since these boys need a pass to return to school. It is felt that passes in the morning and evening are not needed. To check on absences from duty, a student foreman or checker inspects all posts immediately after each meal and makes a notation of any absences on a special absence blank.

Boys have responded well to the program under the skillful direction of Mr. White. They are convinced of the necessity of rendering this aid and are relating it to the war effort. They know that every man must pull his own weight in the boat and that there are no free tickets; and that the men on the firing line are making the greater sacrifices in taking on danger day after day, while those at home can do no less than keep sweet and do their work. Regardless of how unpleasant a task may be, it is pleasanter to do in safety than under shell fire. No one makes a job easier by being disagreeable, and a job done without complaint leaves the worker less tired and out of sorts. On the other hand, so many routine jobs in the care of grounds and buildings are carried on day after day with such regularity and efficiency that we easily fall into the error of failing to give credit to the good sportsmanship and industry of the boys and their supervisors.

In the fall the labor shortage necessitated the temporary use of paper plates and cups on all tables, but the new student work program made it possible to discontinue this practice. At



STUDENT WORKERS

first it was thought that the new program would force us to roster a work period immediately after the noon meal, thus postponing the end of the school day and crippling the work in music and military training. So far this has not been necessary. Dr. Melchior, in referring to this problem, says: "I want to pay tribute to Mr. White's fine performance in withdrawing boys from the school for domestic service with so little disruption of the school schedule. One could hardly believe that this problem could be carried out so smoothly."

With the thought that it would be advantageous for us to have our own summer program in mind and on the way to operation before governmental agencies told us what to do, a staff committee, with the Director of Student Work as chairman, was appointed to consider the types of summer employment in which our boys might engage in 1943. Its conclusions are discussed in this report under the title "Plans for Next Summer."

At this time Mr. White is planning to return to his teaching in February, 1943, since the program that he started is running smoothly. In the spring, however, he will doubtless have to relinquish his classroom duties again because of the demands of the summer work program.

THE SUMMER

Our summer school was one of the most successful that we have had. Fewer High School boys than usual were enrolled, and of these an appreciably larger number removed their conditions than has usually been the case. About 80 such boys were in attendance and about 75% of the conditions were made up. There were not more than 12 or 15 academic conditions left over from the spring term, and most of these were removed by the end of the second report period of the fall term.

It is our loss that Dr. William E. Burkard, who has served as Principal of our Summer School for seven years, was recently made a District Superintendent in the Philadelphia Public Schools and therefore found it necessary to relinquish his assignment here. To fill his position Mr. Charles K. Hay, who is Principal of the Cary-McKean Public Schools in Philadelphia,

and who has been a member of the Girard College Summer School Staff for six years, has been appointed. He rendered very effective service as a teacher with us, and there is every reason to believe that he will be a capable successor to Dr. Burkard.

In the past summer a close liaison between the regular staff and the summer tutors has benefited the boys. There is now more of a common understanding of purposes, standards, and methods. The increased use of the New York Regents books helped point the boys successfully toward their final examinations. Recreational activities also helped to make the summer pleasant. The older boys enjoyed the periods in the high school auditorium. Films, talks, and musical numbers lent variety to the programs. The main change was an increased emphasis on patriotic themes.

When the death of Mr. Archibald Ralston, Superintendent of the Camp since its opening in 1929, occurred soon after the Camp opened, Mr. Harold Miller, who had worked one year as his assistant, carried on in his place. The search for councilors had been begun early, and by the middle of May the staff, with the exception of two men, had been selected and were appointed. Subsequently nine of the twenty-eight men submitted resignations because they were drafted or because they preferred to work in the defense industries. Men were found to fill the vacancies, and the Camp was opened on June 29 as planned.

The camp season was satisfactory as camp seasons go. The weather conditions were favorable, the food was plentiful and good, and the campers healthy, active, and happy. The boys of Lafayette, Good Friends, and the upper houses went to the Camp and stayed six weeks instead of three, which was the limit for others. They did a good job in continuing to clear the forests of weed trees and brush in the immediate vicinity of the cabins. After the brush had dried thoroughly, it was burned on wet days following rain. The general skill of the boys in handling tools was an improvement over last season, since they had had one summer's experience with them. There were many boys, however, who were new to the work this year, but the general attitude of all groups was quite satisfactory. It was very gratifying to note how much they retained of their knowledge of the

woods. Most of them were able to recognize the common trees and shrubs.

An advanced tree identification group was organized. This group met during several evenings after supper and went around with a councilor, learning to identify over 30 additional trees and shrubs. After successfully naming 25 trees and shrubs, they were given copies of "The Common Trees and Shrubs of Pennsylvania" by George S. Perry, a publication of the Pennsylvania Department of Forests and Waters. Items of educational value to individual boys and to the group as a whole were pointed out. Tree diseases, signs of wild life, and the effects of fire were discussed. A near-by State forest was visited, and the boys were shown the results of similar forestry operations as carried on by the State Department of Forests and Waters. They also visited a large white pine plantation, where they were shown the effects on the forest of these dense, pure plantings. On the special trips and in the everyday forestry work the boys asked many questions about the forest, and it is felt that they have not only accomplished useful and necessary work, but also that they have enriched their education to a noticeable degree.

At no time during the summer season was the Camp without the services of either a physician or a nurse. If one left the Camp, the other stayed, so that at least one would be present should any emergency arise. The medical services were very ably handled by Dr. Rupert E. Kelly, who attended the students in need of his services faithfully and with the utmost care. Miss Mary Bonnenberger, a registered nurse, was housed in the caretaker's home when she first arrived. A week later she asked to be moved to the Recreation Hall when that space became available. This arrangement was carried out, and it proved very helpful as she was on call day and night for her patients in the Infirmary.

If the Camp is to be operated in 1943, which seems doubtful, several needs must be met. A new dock and curbing along the west shore of the lake must be constructed. The wood in the old dock is rotting. The tennis court ought to be resurfaced with about three inches of sand and loam. All of the buildings

in the old unit should be painted, and the cabins in the new unit require a coat of creosote. It is desirable to maintain a full complement of boats on the lake. Five new rowboats and one canoe should be added to this equipment, and two canoes need to be repaired. More washing facilities for the boys in the new cabin unit are quite necessary. The construction of a recreational hall and mess hall for the new unit is also desirable. A truck driver should be provided for Camp to release the caretaker for maintenance work. The problems of proper sanitation and cleanliness remain. In a period of labor shortage and unusual difficulties, these problems are likely to be disregarded unless special attention is given to them.

PLANS FOR NEXT SUMMER

Plans for the summer of 1943 are full of uncertainties. On the other hand, plans must be made despite these uncertainties, and for the different areas of activity they must be correlated.

The three considerations that bear on the operation of the Camp are a supply of wholesome food, transportation to and from the College, and an adequate staff of officers and councilors. It is quite probable, though by no means certain, that a reasonable supply of food could be purchased in the Stroudsburg markets as in previous years. For the first time it would probably be necessary for the College to provide transportation for the entire food supply from Stroudsburg to the Camp. This could doubtless be done, but with some difficulty, and perhaps with the addition of one person assigned to this job.

In order to operate the Camp to capacity or near capacity, a staff of seven Senior Councilors is required for each half of the season and fourteen Junior Councilors for the entire season. Inquiries directed to the Councilors who served last year have so far elicited fourteen replies, six of which indicate that the men would probably serve the coming summer if invited to do so. Eight were negative. It may be presumed that complete returns would result in more negative replies, for some of the men are known to be in the armed forces. Answers to

inquiries made at the neighboring universities as to the prospects of recruiting young men as councilors this summer gave no encouragement that this could be done. Transfers from the Household staff could be made only to a limited degree, and not at all if the College staff should continue to be incomplete, as it is at the present time. There would also be some difficulty in securing the services of either a physician or a nurse at the Camp.

The transportation difficulties are well known. Many conventions, for example, are being cancelled. Securing special trains may be impossible, and group movements, except by troops, may be discouraged. Transportation is, therefore, uncertain.

In view of these several uncertainties, it will be unwise to make commitments or appointments that would obligate the College in any way. Plans will be made for the summer of 1943 under the assumption that the Camp cannot be opened and operated satisfactorily. If the conditions affecting the Camp improve as the summer draws near, we can then consider opening it for a limited number of younger boys for one or two periods of three weeks each, providing it can be satisfactorily staffed and provisioned at that time.

There will undoubtedly be strong pressure from a number of directions to have schoolboys work during the summer because of the scarcity of manpower and the necessity of maintaining food production. Certainly it will be wise for the College authorities to keep a firm hand on any summer work program in which our boys are engaged. A staff committee, of which the Director of Student Work is chairman, has surveyed this matter and has discussed various aspects of the program with outside persons, including county agricultural agents, county agricultural vocational teachers and advisers, and others concerned with farming.

The staff committee has recommended that all boys in good health who have passed their fifteenth birthday and are not required to attend summer school to make up courses, be urged to devote the summer vacation to some approved type of work. This recommendation would probably apply to about three

hundred boys. It was thought that some fourteen-year-old boys who were qualified in every respect might also be included.

No boy will be permitted to work anywhere without approval of the arrangement both by his mother or guardian and by the College. Consideration will be given to location, the type of work, and the capacity of the boy for it. This plan follows previous procedure. The whole program will be placed in joint charge of the Superintendent of Admission and Discharge and the Director of Student Work.

Among several suggestions that the committee has made in connection with the summer work program is one that provides for five to ten orientation meetings in the spring for those boys who are preparing for summer farm work, and an arrangement by which boys would be encouraged to place a certain percentage of their earnings in War Bonds or in a savings account.

There are indications that some public school systems will release qualified students from schoolwork before the close of the spring term in order to do farm work. Because of our more difficult double curriculum, it would be unwise for Girard College to adopt such an arrangement, unless it is required of us by the Government.

We shall continue our Middle School and High School tutoring classes and the so-called Pleasure School for younger boys. It has been proposed that we continue the recreational and Pleasure School activities program throughout the entire summer rather than for two-thirds of it as heretofore, unless it is possible to operate the Camp on the curtailed plan suggested.

It has been proposed also that we offer two of the Pre-Induction Courses suggested by the Government, PIT-102-Fundamentals of Machines and PIT-101-Fundamentals of Electricity. Each of them will probably call for classes five days a week for three hours a day over a period of six weeks or more and will be elected by older boys who are making up only one course in the summer school and by those who, for one reason or another, are living at the College and are not employed.

THE CHAPEL AND VISITING SPEAKERS

Appendices H and I give a list of those who delivered Sunday addresses in the Chapel or spoke on various other occasions during the year. To these laymen the College is greatly indebted.

A review of the school year 1941-1942 shows that the list of Chapel speakers includes two Justices of the United States Supreme Court, three heads of schools, one physician, one musician, the former Personnel Director of the New York Stock Exchange, the Executive Secretary of the Association of American Colleges, a former railroad executive, a Judge of the Pennsylvania Superior Court, the Assistant Director of the Institute of International Education, three lawyers, including the Solicitor of the Board, the head of the Philadelphia Y.M.C.A., an insurance company president, the writer's predecessor as President of Girard College, a Pennsylvania State Senator, five alumni from various fields, two business men who are not alumni, a banker who is now administrative head of the Philadelphia Ordnance District, and fifteen members of the Girard College staff.

On a Wednesday morning in February our boys of the Sophomore, Junior, Senior, Intermediate High School, and Post High School classes heard the Chairman of the Committee on Instruction speak concerning the character and ambitions of the Japanese nation. These boys and the faculty of the High School were fortunate, since Mr. Morris' service as our Ambassador to Japan gave great value to his analysis of the background of affairs in the Pacific.

The emphasis on moral education has become stronger in the last two decades. Stephen Girard's desire to have his boys given this type of training was expressed in his Will and has been quoted frequently. It is interesting to find his philosophy summed up in the constitution of the Phillips Academy at Andover, established in 1778, the first written constitution among American schools: "But, above all, it is expected that the master's attention to the disposition of the minds and morals of the youth under his charge will exceed every other care. Goodness without knowledge is weak and feeble; knowledge without goodness is

dangerous. Both united form the noblest character and lay the surest foundation of usefulness to mankind."

ADMISSION AND PLACEMENT

In his report for the year 1937 the Superintendent of Admission and Discharge reported that "all in the Department wish to express how much we missed the energetic yet sympathetic knowledge, wisdom, and leadership of Mr. Frank D. Witherbee." This year Mr. Macy wrote: "Little did we realize then that again we would have the pleasure of his close association in the work carried on by the Department. His five years of rest from the arduous tasks during earlier times had given him renewed interest and vigor. When Mr. G. Curtis Pritchard accepted a commission in the Army and left for duty April 1, Mr. Witherbee returned to assist on a part-time basis with the placement and counseling work. This has been a happy solution to a serious problem, for although it placed additional burdens upon other members of the Department, it made the selection and training of a substitute unnecessary."

The war has affected the functions as well as the staff of the Department. A very important and time-consuming task was added as a result of the entrance of the United States into the armed conflict, namely, the compiling and keeping of an up-to-date alphabetical file of all our boys who have entered any of the armed services. This file at the end of the year contained six hundred and six (606) names. Untiring efforts are made to learn of alumni entering the service and of those already there who have failed to notify us. The use of a self-addressed return postal card, sent to the nearest relative of boys about whom we wish information, has been useful.

Because of the current prosperity the downward trend of last year in the applications for admission has continued. The total of one hundred and seventy-five Pennsylvania-born applicants registered during 1942 is seventy-three or 29% less than those registered last year, when there was a noticeable drop in the number of new applicants following the beginning of the defense program. Under the new policy instituted by the Board

in 1941 of selecting only those definitely acceptable from a mental and physical standpoint, one hundred and thirty-six, or 35.5% of the boys examined, were admitted in that year, and for 1942 one hundred and twenty-one, or 40.6%, of those considered entered the College. Of the total number of boys who were examined this year, 40.6% were admitted, 28.9% were declined, and 30.5% were held for re-examination. In 1941 there were seventy-two fewer boys admitted than the number discharged, and in 1942 eighty-nine fewer boys entered. This means that under the policy introduced by the Board in 1941 there has been a reduction in enrollment from 1730 as of December 31, 1940, to 1569 as of December 31, 1942, or 9.3%.

Attention is called to the fact that this reduction was larger because of the large size of the graduating classes. During no other single year in the history of the school have so many boys (116) been graduated. This naturally swells the number of those discharged during the year, 210, which includes the 116 graduates and 94 boys who completed Post High School or Intermediate High School courses, or who left at the request of their mothers or because of school failures or unfavorable conduct records. The eleven boys withdrawn by their mothers reflect the improved financial status of the homes of many of our boys. The number of discharges of all sorts, 210, is the largest in the history of the College for a single year, as is the number of graduates, 116. In 1919 two hundred and nine were discharged, but, by contrast, only fifty of the boys were graduated.

In another section of this report there is a discussion of the effect of the war upon the boys, but it should be noted here that the more serious types of student misbehavior are not on the increase. In fact, the first term of the current school year was surprisingly free of serious misconduct for a war period. While the number of dismissals from the College has been somewhat higher during the past year than in the three previous years, little significance is to be attached to this. Among the group dismissed there were some individuals who might normally have been dropped at some previous time but had been retained in an effort to salvage them if at all possible. Of

course, when the continued presence of a boy in the College seems to be exerting a detrimental influence on his companions, then obviously such salvaging programs must give way to the consideration of the student body as a whole. This is the chief standard against which a boy's behavior record should be measured. It is the standard set for us in the Girard Will. As long as a boy's poor conduct is limited in its sphere of influence, those in authority in an educational institution should feel obligated to the task of correcting the character traits which are setting him apart from the majority of its student population. If this philosophy is followed, there will be a year appearing at more or less regular intervals, or occurring during wartime or similar periods of difficulty, when the figure representing those dropped from the rolls of the College for poor school or conduct records will show an increase reflecting the salvage efforts of the preceding years.

Of the group that left Girard in January, 1941, all of the Philadelphia boys were placed in positions within twenty days after completing their courses. Of the June, 1941, group all the Philadelphia boys were placed within fifteen days after leaving. In February, 1942, all local boys had been placed four days subsequent to graduation. Throughout 1942 there was keen rivalry among companies for the limited number of prospective employees supplied through our placement service. Employers were glad to engage even the less desirable of the Girard-trained young men, and by midyear our list of those seeking employment was completely exhausted. This is reflected in the placement figures for the second six months of 1942. From the beginning of July to the end of this year there were only 127 placements out of a total for the year of 539, as contrasted with 338 and 340 respectively for the corresponding six-month periods of 1939 and 1940, during which slightly more than half the placements for the year were made in the second half. A large number of placement opportunities were lost, 468 in all, chiefly because there were no Girardians to fill them.

In anticipation of the time when it might be mandatory to make our placements through some government agency, we

took steps late in the year to set up a plan whereby we would co-operate with the United States Employment Service. The plan has been operating, and we shall watch it carefully to see if it is completely effective from our angle.

THE HEALTH SERVICE

Appendix J presents the statistical reports of the Infirmary and its subsidiary divisions for the year.

The general and persistent application of health rules and regulations, along with physical examinations, has paid dividends in the reduction of the incidence of disease in the College. Greater than the proportionate reduction in the number of boys in the College has been the falling off in acute illnesses, especially in those of a serious nature. There is nothing particularly dramatic about the constant drive for good health; and the physical examinations are almost completely uninteresting if one were excited only by the discovery of pathology. The boys are fit and for the most part stay fit.

The Director of the Health Service states that "the only exception to this is in the prevention of rheumatic infection. Perhaps we are not making the progress that we should in preventing primary attacks, judging by the number of new cases we have annually as compared with the general city population. On the other hand, it must be borne in mind that heredity plays a big part in susceptibility to this infection, and it is only fair to consider that before making a positive assertion that we know we have a more susceptible population than the city as a whole. Great strides have been made, however, in the prevention of secondary attacks and in the prevention of serious cardiac crippling. We have been able to control the increase in activity to a greater extent than is possible in any other group of children suffering with the malady. We have been giving them graduated exercises after the complete arrest of the infection. We try to control the hygienic surroundings and give prophylactic administrations of preventive drugs one week out of each month for a period of at least a year. The actual result in chronic heart disease prevention has meant a decrease in the number of cardiac

economic ineffectuals leaving the College in the last two or three years and particularly in this year. . . . Continued progress along this line will make it a public responsibility on our part to publish in scientific circles the results of this work because it is of national interest and of considerable medical value. We have not heard of any boy's being rejected by the Army within two years of his graduation from the College, except for rheumatic causes, but we have urged rejection of such cases to protect the boy against secondary attack and the Army against a medical casualty."

The Dental Department says that the graduating classes have had teeth in excellent condition. It is to be noted, too, that this Department has successfully inculcated in the College a good mouth hygiene, as well as a pride in teeth. The Nose and Throat Department has had no serious complications or operative problems throughout the year. The same may be said of the Ophthalmological Department. There have been fewer foreign bodies in the eyes, and instances of inflammatory diseases have been fewer than in other years.

The surgeons have been kept busy with a veritable plague of appendicitis. So many cases occurred during the year that a record was set. No deaths occurred, and in only two or three instances was it necessary to use drainage. In the last 32 years the surgeons have not had a fatality from this disease. This record will be kept up if possible, the following factors being necessary: (1) prompt reporting of abdominal pain to the Infirmary; (2) prompt recognition of the disease; and (3) prompt surgical interference.

There were no deaths in 1942. There has been a lapse of 22 consecutive calendar months since the last death, which was due to cancer.

It is to be hoped, of course, that in the year ahead food scarcities and the necessary changes in diet forced on us by the war will have no adverse effect upon our student body and upon other young people.

THE DEPARTMENT OF STUDENT PERSONNEL

The Department conducted the usual admission examinations. This year the Department examined 81 of our younger boys individually as a part of a plan to check on the progress of boys previously examined at the time of their admission. After a conference with the Supervising Principal of the Elementary Schools it was decided that we should go over all of our students who had had two years' residence in the College, thus allowing ample time for a satisfactory adjustment to the environment. The results of this study were quite satisfactory from two points of view. First, these boys showed very clearly the beneficial effects resulting from both their school and household experiences at Girard College. There were several clear-cut instances of individuals who had been motivated to work more nearly at their potential level than was the case at the time of their admission. Secondly, a few boys were discovered to be in need of educational guidance. In these cases it was possible to pass on to the Elementary Schools data which could be used beneficially in the classroom.

The elimination of the Elementary Industrial and Intermediate High School classes in September brought a new request for information concerning students. With the introduction of the new 8B grade, an individual testing program for members of this class was desirable. In addition it was requested that the entire 7A group be examined to facilitate the selection of individuals for the eighth grade next term. As a result 32 students in these groups were examined and this work will continue in the early part of 1943 until the task is completed.

In the future the testing program which has been in effect in Elementary Industrial and Intermediate High School classes will therefore be transferred to boys of Elementary School age, and the selection of those individuals who will be placed in the eighth grade will be based on data which will include the findings of a psychological examination. The Department wishes to contribute in every way possible to a better understanding of our new eighth grade, for in this group boys will be found

whose progress is notably not equal to that of their fellow students. We have many boys who should be completely studied so that their needs and potentialities may be thoroughly evaluated.

The Department has continued to give complete psychological examinations in a number of instances to those of our student body who had to make some personal adjustments or to those who needed educational guidance. During the year 43 such examinations were given in order that a better understanding of particular boys might be reached. Appendix K lists these examinations among the other contacts of the Department during the year. It contains, however, no record of the conferences with staff members concerning individual boys.

The Director of the Department has always believed in inviting the cooperation of mothers in working out the problems of their boys. During the year 81 meetings were held by Dr. Twitmyer with mothers or guardians of our boys. Despite the Girard College boy's continued residence away from his home, he maintains a real awareness of his relationship and obligations to his mother. The reality of this bond is emphasized in the boy's thinking when he is called in to discuss his particular problems in the presence of his mother, and it is unusual when such an approach fails to bring about some beneficial results.

Student adjustment problems were the subject of 519 individual conferences with boys. On the basis of a five-year experience this seems to be about a normal figure for this type of work at Girard College. The various difficulties which boys have presented are of the same type as those presented in previous years, and the over-all picture of problems which have arisen in regard to proper adjustment has not been markedly different, despite the effects of the war. These are discussed elsewhere in this report.

The departmental files contain case records for 772 boys, exclusive of those which are maintained for admission examinations, vocational guidance examinations, speech cases, and psychiatric records. This figure represents an addition of 127 new cases during the year. Of these 772 records, 390 are active cases

of boys now in the College. More than ever this year there has been occasion to refer to records which are carried in alumni files. Numerous requests have come from school and other agencies to which our graduates and non-graduates have gone, and in a number of instances the data which the Department has collected have been forwarded to them. Such requests always come through Mr. Macy, for it is our rule never to issue such information unless its issuance has been approved by him.

During the year corrective speech lessons were given to eleven students. Six of these came twice a week and the remaining five once a week. Individual speech lessons numbered 312 as compared with 345 last year.

The plan which was initiated four years ago introducing the use of psychological test materials in our vocational guidance programs reached its point of most efficient operation during 1942. For the first time the entire 2-1 class was given not only the usual group materials which have been used in the past, but also individual tests. This, of course, represents the ideal manner for carrying on such a program, and Mr. Evans, Mr. Bowman, and Dr. Twitmyer are quite agreed that the resultant information thereby gained was extremely valuable. Certain test materials which were used by the Commercial Department furnished more detailed information about our pre-vocational students, so that when the final trade selection was made a rather complete picture of the boys' potentialities was at hand.

The Remedial Class which functions under the direction of the Department of Student Personnel was highly successful, but unfortunately lost its teacher to war industry at the close of the year. Thirty-four boys passed through this class, each individual remaining from a week to a year, his stay depending upon his needs. Twenty of these boys were from the sixth and seventh grades, the other fourteen coming from the High School and the lower grades. It is to be noted that at a recent induction conducted by the National Honor Society, one of the new members was a young man who at one time had been a member of the Remedial Class. This outcome constitutes an unusual example of what can be done by putting a boy back on the right track.

PLANT MAINTENANCE AND BUSINESS OPERATIONS

The operations during 1942 reflect the tremendously increasing influence of "war conditions" on the life of a small community. Some of the items that make up "war conditions" are the following: higher prices; the introduction of a provision in our new budget of more than seven thousand dollars for "War Damage Insurance"; increased salary and wage rates; new and higher taxes; a certain amount of inefficient help; labor difficulties and adjustments; scarcity of help; the Student Work Program; greatly increased payroll detail; partial breakdown of the competitive bidding system; revised purchasing policies; scarcity of merchandise of all kinds; rationing; special purchases of coal; oil, coal, rubber, and gasoline restrictions and regulations affecting operations of the Grounds and Buildings Department, the Mechanical School, and all automotive service; increasing government regulations and restrictions; inventory and stock difficulties; difficulty of carrying on maintenance and repair operations because of shortage of men and materials; shortage of materials needed for the Mechanical School instruction; necessity of accepting inferior substitutes; difficulties in maintaining menus because of the shortages and restrictions in meats, butter, coffee, tea, sugar, chocolate, cocoa, candy, and shortening; and difficulties in maintaining service of clothing supply, for standards of woolen and worsted fabrics have been lowered, rubber soled summer shoes have been eliminated, and other rubber items such as overshoes, raincoats, and garters have become scarcer. As the war continues, restrictions will grow both in number and in intensity, and our corporate existence, like that of the individuals of whom it is composed, must shape and adapt itself to meet whatever comes. To that task we continue to devote our best efforts.

During the year the College had to cope with what corresponded to private rationing made necessary in consumers' goods such as foods and textiles. Quickly a seller's market developed. Great difficulty was experienced towards the end of the year in securing our normal or even minimum requirements of meats, butter (and even its substitute, oleomargarine), eggs, tea, table

syrups, and cooking oils. Frequently not a single response was received to our bid inquiries. The Business Manager then had to negotiate as best he could for our needs.

We are one of the largest family units in the nation. Operating continuously for the entire calendar year, furnishing food, clothing, and whatever is needed in the lives of hundreds of boys from six to eighteen, and maintaining our own power plant, bakery, and shoeshop, the College has a large-scale rationing program. It was necessary that individual ration books be taken out for every boy. We must also supervise the handling of the ration books for that large group of employees who live at the College.

We can only look forward to an increased program of rationing and its attendant burdens with resigned acquiescence, well aware that it is apparently the only way in which the College can be reasonably assured of its portion of scarce items. The College is normally a competitive buyer in the open market, and under today's conditions there is little incentive to suppliers to furnish any of its needs. The rationing process is therefore a highly desirable one from the standpoint of the College.

In the President's Report for 1941 reference was made on page 77 to the adoption of an Emergency Allowance to meet increased living costs. This was extended in 1942 to a larger number of employees and was increased to 15%. The allowance was within the several restrictions imposed upon all organizations by the War Labor Board. Income cannot support it, and the allowance must therefore be charged to surplus. The allowance does not appear in the summaries of the ordinary or extraordinary College expenditures. However, it does materially affect the actual cost of operations, and for that reason we are maintaining the record of such expenditures in our internal cost accounting procedures.

The year 1942 witnessed the first "strike" at the College. It finally involved approximately sixty employees in the Domestic Economy and Grounds and Buildings Departments. It lasted from noon on June 2 to the afternoon of June 5, and apparently had its inception in the refusal of our power house operating

engineers to accept the upper limit of \$2000 set by the Board in the application of the Emergency Allowance.

The task of formulating salary and wage rolls continues to grow in the Business Manager's office. During 1942 the Board enacted four resolutions covering salary and wage "emergency allowances," the application of which to our current payrolls took many hours of preparation. The currently excessive turnover in employed personnel, emergency allowance calculations and interpretations, payments for overtime, establishment of hourly rates, and additional "deduction" columns have increased greatly both the number of payrolls and the accompanying amount of detail needed on each one.

The war has, to be sure, altered physical arrangements other than those associated with food, clothing, and College supplies. For example, because of restrictions on bus transportation by the Office of Defense Transportation, it was necessary to forego our usual arrangements for taking boys from the College directly to the Camp. Instead, we had to use trolley service to the railroad station in Philadelphia, and then proceed by rail to Cresco and, later, Stroudsburg, where we continued by privately engaged buses to the Camp. This increased transportation time and expense, not to mention the amount of supervision and handling of necessary details.

Despite the war, the College in all its departments continues its relations with outside organizations. These associations are advantageous, and the College usually has much to receive from them. On the evening of May 21 the Institutional Laundry-men's Association of Philadelphia and Vicinity had its meeting on the second floor of Founder's Hall. About eighty or ninety persons were present, and their visit included a tour of the campus. The President of the College gave the visitors an address of welcome. One of the most active members of this local Association is the head of our own laundry, Mr. Heywood M. Wiley, who formerly had the distinction of being President of the National Association of Institutional Laundry Managers.

Except in the case of Bordeaux Hall no major changes in furnishings and interior decorations were made this year. The new boilers were in use intermittently during the year, but the

installation is not yet entirely completed. The major item to be completed is the runway and ladder installation.

During the year the mechanical maintenance force was assigned to a total of 9,992 jobs. This was 92 fewer than in the preceding year. In general, this was a year of decreases. For example, a total of 7,902 commercial vehicles entered the campus to make deliveries of supplies, a reduction of 1,390 from the number entering the grounds during 1941. During 1942 a total of 3,025,800 cubic feet of gas was used. This was 333,400 cubic feet or 9.9% less than that consumed the preceding year. There was a decreased gas consumption in all of the kitchens, the largest decrease being in the Dining and Service kitchen, where it amounted to 14.28%. The trend in gas consumption has been downward since 1939.

The College Engineer feels that the year has been a difficult one in the Department of Grounds and Buildings because of the scarcity of maintenance materials and the difficulty of obtaining satisfactory new employees. He says: "We were able to carry on, however, in a somewhat curtailed manner, due to the splendid cooperation of some of our employees in supervisory positions. All of these men could have obtained employment in defense plants at salaries much higher than those received here. I feel certain that in most cases, the sole consideration was the fair treatment they received from the College during their years of employment here."

The total ordinary expenditures for 1942 for the maintenance of Girard College amounted to \$1,687,638.12 according to preliminary estimates. The average number of students maintained was 1615, and the annual cost of maintenance per capita was \$1,044.98. Since the total ordinary expenditures for 1941 were \$1,723,803.91, there is a decrease for 1942 of \$36,165.79. However, the average number of students maintained was lower so that there is an increase in the per capita cost for 1942 of \$27.39, or 2.69% over the 1941 figure. It is to be noted, of course, that these figures indicate expenditures for all phases of the work of the College, including, for example, the schools, home life, clothing, subsistence, laundry, and plant maintenance.

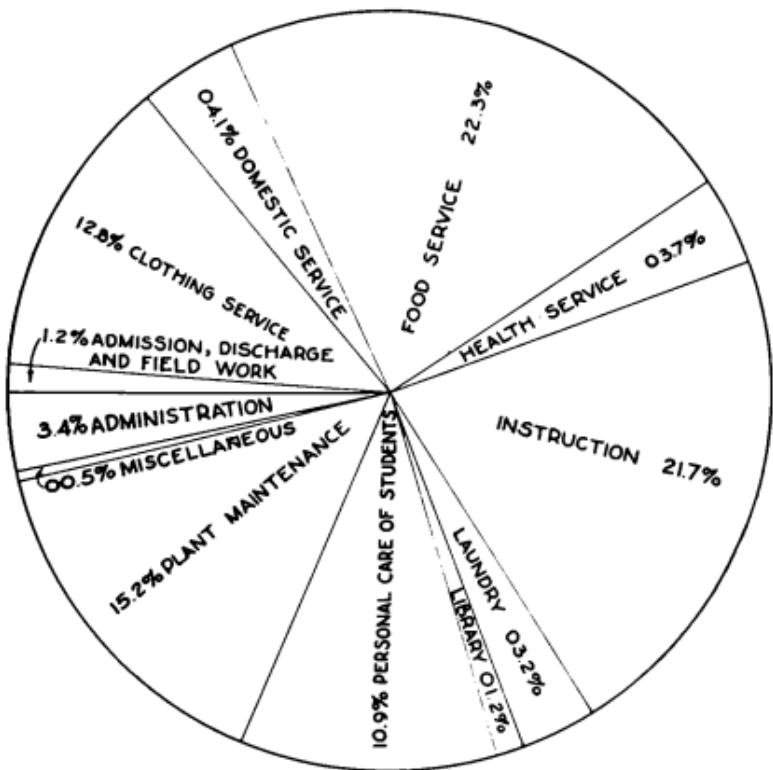
Since the amount spent in 1942 for subsistence was \$273,-895.25, the per capita cost for subsistence calculated on the basis of boys only, numbering 1615, was \$169.59, or \$.5139 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1615, officers and employees 362, total 1977) the per capita cost is \$138.54, or \$.4198 per day. The per capita cost a day for 1941 was \$.4607 for boys only and \$.3794 if others be included, an increase in 1942 over 1941 of \$.0532 and \$.0404 a day respectively. In this calculation, as in that of former years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, since approximately one-half our regular number are supplied with meals during this period.

Of the 1942 expenditures 12.8% is for clothing service, 4.1% for domestic service, 3.7% for health service, and 22.3% for food service. Instruction costs slightly less than the food service, or 21.7%. To the Laundry can be charged 3.2%, to the Library 1.2%, and to our admission, discharge, and field work 1.2%. Of the remainder, 10.9% goes for personal care of students, 15.2% for plant maintenance, 3.4% for general administrative costs, and 0.5% for miscellaneous expenses. It is to be noted that 58.5% of the 1942 total was for salaries and wages and 41.5% for supplies and maintenance. These latter figures were 60.3% and 39.7% respectively in 1939. The change thus reflects staff reduction and especially higher costs of supplies.

ALUMNI

Founder's Day was successfully celebrated on Saturday, May 23, the date having been changed from May 20 on the vote of the Alumni, with the endorsement of the Board and the officers of the College. The President of the Alumni Association, Mr. William J. Beatty, extended the greetings of the Association to the boys at the Chapel service in the morning, and Mr. Paul Shertzer Miller, of the Class of January, 1929, also talked to the boys. The usual games, the luncheon, reception, and concert were held, and this year Lieutenant Guerin de Beaumont, a

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French naval officer now connected with the Free French military mission, placed a wreath at our World War monument in honor of Girard Alumni who had served in the First World War. The review, drill, and dress parade of the Battalion and Band were held as heretofore. The fine showing of Colonel Hamilton's cadets and of Mr. George O. Frey's two bands was widely commended. The Reviewing Officer was Colonel A. E. Randall, District Marine Officer, with headquarters at the Navy Yard. Robert Dechert, Esquire, was the speaker at the Alumni Memorial Service on Wednesday evening, May 20.

A Service Men's Issue of *The Girard News*, printed as usual in the Print Shop, was sent in November to alumni in the service. The issue contained a list of the service men and news about the College that would be interesting to alumni. When the paper went to press, there were 526 Girard alumni known to be in the service distributed as follows:

Army	253
Navy	90
Aviation	131
Coast Guard	18
Marines	34

At the close of the year, 606 Girardians were known to be serving their nation. At the suggestion of the Honorable Franklin Spencer Edmonds, who has always been interested in the affairs of the College, and who has spoken in the Chapel at least once a year for forty years, the President is happy to include as Appendix Q in this report a list of the Girardians in uniform, and it will include the names received up to the time the report goes to press.

Through the issue of *The Girard News* that went to Girardians in uniform, the President of the College had the privilege of greeting them as follows:

"The service flag in the south portico of Founder's Hall reminds all of us every day that there is a bit of Girard College wherever a Girardian in uniform is discharging his duty. No 'newbie,' no Middle School boy in Good Friends Hall, and no boy in Allen Hall who may soon be in the service himself can

fail to be thrilled when he thinks of his older brothers away in the far corners of the earth and reflects on why they are so far from home.

"You men are in the tradition of the alumni who were honored for their part in the Civil War and in the World War, and you are their worthy successors. We shall do everything that we can to defend on the home front what you are defending at a distance. You will be an inspiration to us.

"It must mean something to you in turn to let your thoughts drift back to the College, back to a soccer game, a Sunday morning Chapel service, a Christmas concert, an American History class, a Friday night movie, a Junior School boy devouring a ginger, or the lights along the main road as dusk settles into evening. American ideals made that sort of life possible. Here on the campus, which is a concrete example of the American way of life, we are proud of you, and we want you to know it."

It is heartening to read letters from the boys in the service and to talk with them when they return on furloughs. Thus we learn of their deep appreciation for the Girard College experience which so well prepared them for the present emergency. One of the boys to whom Mr. Macy had sent a Girard ginger wrote appreciatively as follows:

"Many thanks for the good old 'Hum Mud' which I received in the mail a few days ago. It was handed to me just after I had completed one of our 25 mile road marches, and, believe me, I have never eaten one that tasted better.

"It is gratifying to realize that while we, at the various camps and stations throughout the country, are preparing men for war, Girard is back there preparing men for the peace that will follow, God willing, in the not too distant future.

"I can't tell you the nostalgic feeling I had as I sat in my room munching at that ginger. For the few short moments that it takes for a hungry person to eat one, the war and all it entails seemed so far away, and once again I was just a 'Hummer' with his 'mud.'

"So thanks again, all you people back at Girard—thanks for everything—for the ten happiest years of my life—for a

priceless education—for your many kindnesses in the past, and for the pleasure which that ginger brought me."

Another young alumnus wrote:

"I received a copy of *The Girard News* of November 13, 1942, only a few days ago, and I was filled with delight. I was delighted because I found that so many of my old friends and classmates were in the armed services and the remainder doing their part in defense industries.

"It has only been a year ago tomorrow that I joined the service, and during this time I have endeavored with every ounce of energy to do my part. There are many of us who do not know what we are fighting for—but every ex-Girardian knows. It is not only for the protection of our financial and economic interests and the preservation of our form of government—it is primarily because he wants to preserve our national heritage, of which Girard College is probably the most outstanding example. A Girardian wants to give other boys the opportunity to enjoy the same privileges and blessings that he himself enjoyed while at Girard.

"Although we may be few in numbers, we will always be strong in our spirit to perpetuate our American ideals."

A department head in the High School, who maintains a correspondence with a goodly number of service men, made the comment: "That Girard College has always laid a solid foundation of patriotism, in keeping with the Founder's desires, is verified by the spirit I read almost every week in some letter from an alumnus an ocean or more away in the service of his country. These make me happy in the thought of what I conscientiously tried to do for them. They reaffirm my conviction that teaching at Girard College is one of the greatest privileges on the face of the earth."

Unfortunately war brings tragedies. In June we learned of our first war casualty, a twenty-year-old alumnus, John R. Clanton, who had been stationed at Hickam Field, Hawaii. He had survived the attack of December 7, but was killed in an airplane crash in the South Pacific. He was a radio signalman who had enlisted two years ago. Since a number of our boys were in the Pacific area, several of our executive group had

addressed a letter to each of them just after we had entered the war. In view of the circumstances, Clanton's acknowledgment of February 4, 1942, addressed to Mr. Macy, has some special interest:

"I am deeply grateful for the thoughtful and encouraging letter I have received from Dr. Odgers, Dr. Twitmeyer, Prof. Melchior, Mr. Sparks, Mr. Davis, and yourself. Your concern for my welfare has deeply touched me, and I assure you that I am in perfect health, having come through the ordeal of December 7 practically unscathed.

"I am glad to hear of traditional support by fellow 'hummers,' and I hope this terrible conflict may never reach the walls of Girard, and that we may again celebrate Founder's Day in a gay and carefree manner."

In the autumn of 1940 Mr. Edwin H. Craig, a Housemaster of the College, made a study of the achievements of the graduates of the Classes of 1933 and 1934, with the co-operation of the Superintendent of Admission and Discharge and other officers of the College. He attempted to answer the following questions: Have the graduates made adequate social adjustments in the six or seven years since leaving Girard College? What post high school education have the graduates obtained? What are the occupational and financial achievements of the graduates? What are the graduates' reactions to their Girard College training? It will be recalled that this material was gathered in the early part of the autumn of 1940, before the Defense Program got into full swing. Appendix L presents excerpts from Mr. Craig's summary and conclusions. Only the least important sections have been omitted. A bound, type-written copy of this entire study is available for examination in the Girard College Library.

The records of alumni in higher institutions of learning show that again they have made very creditable records. Boys have been elected to Phi Beta Kappa at such institutions as University of Pennsylvania, Harvard University, and Franklin and Marshall College. They are enrolled at such widely separated colleges as Annapolis, Northwestern University, San Diego State College, Maryville College, Colby College, Harvard

University, and the Yale Divinity School. The University of Pennsylvania, Temple University, Drexel Institute, and Franklin and Marshall College still have the largest individual enrollment of our boys.

Several minor trusts under the direction of your Board and the Alumni Loan Fund have again been of great assistance in enabling many of our alumni to further their college and university education.

CONCLUSION

There is a hymn in the Girard College Manual of Worship, number 217, that begins

*"Into the tomb of ages past
Another year has now been cast."*

Its second stanza reads as though its author intended some humorous reference to those who write annual reports for educational institutions and business corporations:

*"Ah! who of us, if self-reviewed,
Can boast unfailing rectitude?
Who can declare his wayward will
More prone to righteous deeds than ill?"*

It can at least be asserted that the staff has exerted its best efforts during a trying year. The war had its effects on Girard College, as on all institutions of learning. The year 1942 brought difficulties arising from higher costs, priorities, staff withdrawals, and staff leaves of absence for service in the armed forces. Yet there were changes in the direction of progress, as well as some that were matters of necessity. The Intermediate High School was incorporated in the High School, and a General Curriculum was set up in the High School for the boys of lower academic ability. The Elementary Schools saw the end of departmentalization. The Mechanical School continued its effective program and completed considerable work for the U. S. Ordnance Department and for a neighboring war plant, thus securing some instruction materials that might otherwise have been impossible to obtain.

The war has naturally had an effect upon the entire curriculum, the most striking example being the introduction of pre-flight aeronautics. The Battalion has become more important because of the military service that many graduates will enter soon after receiving their diplomas, and the provision of new uniforms has been a colorful innovation. Many of the staff and student body became identified with the work of the thorough-going Civilian Defense Committee of the College. The four living rooms of Bordeaux Hall were renovated and refurnished. The scarcity of help in the kitchens, pantries, and dining rooms dictated an expansion of the program of boy work. A temporary emergency allowance of 15% has been added to the salaries or wages of most employees of the Board both at the College and elsewhere.

A great many economies, some of them undesirable, have had to be made, and the coming year will see further tightening of the academic belt. The loss of the battle against inflation would be a catastrophe for education in general and for Girard College in particular. Rapidly rising prices for supplies and for services could not be met by an income that in our case has decreased rather than increased.

In secondary education, no less than in higher education, this is a transition period. Its effects may be as far-reaching as was the substitution of the academy for the Latin school and later the substitution of the public high school for the academy. Whatever changes occur in the educational world, we know that at Girard the insistence on work being well done will abide. The different abilities of boys make it impossible for them to conform to uniform standards, but no young person will have respect for the educational process until he has discovered the satisfaction of doing work well, of achieving up to the limit of his capacity. Democracy, whether at war or at peace, cannot afford to encourage an individual to do less than his best.

Another feature of Girard College that is likely to abide through a period of educational transition is one peculiar to the boarding school where boys live together instead of commuting to and from their homes. "All life comes back," Henry James reminded us, "to the question of our relations with one another."

Certainly the congregate life of a boarding school becomes here and in many other places an apprenticeship in democracy and in cooperative living. Boarding school boys sometimes look back on this aspect of their training as exemplification of the classic statement of the greatest educational philosopher of our time, "Education is not preparation for life, but is life,—one of its finest periods." And yet, in this period, as in the past, boarding school life has served as admirable preparation for the uniformed services.

Again it is the writer's desire to express his grateful appreciation of the cooperation, confidence, and friendship accorded him by members of the Board.

Respectfully submitted,

MERLE M. ODGERS,

President.

APPENDIX A

CHANGES IN STAFF IN 1942

RESIGNATIONS

Alice E. Fleming, B.S., Governess	January 30
Adelaide C. Miller, B.S. in H.E., Dietitian	February 28
Felix Simon, B.S., Substitute Housemaster	April 30
Margaret L. Huet, R.N., Nurse	May 10
Gordon W. Williams, B.S., Ed.M., Housemaster	July 31
Josephine Mierley, B.S., Governess	August 1
Mary V. Newbold, Laboratory Technician	August 15
Margaret I. Thomas, Teacher, Elementary Schools	August 31
Muriel Post Grauer, Teacher, Elementary Schools	August 31
Betty N. Maurmann, B.S., Ed.M., Teacher, Elementary Schools	August 31
Margaret A. Forrest, B.S., A.M., Assistant to Director of Student Personnel	August 31
Telforde D. Hudson, A.B., Teaching Housemaster	September 8
Edgar E. Smith, B.S., Housemaster	September 8
Henry O. Fisher, B.S., Relieving Housemaster	September 8
S. Kathryn Eichelberger, B.S., Governess	September 8
Morton L. Sonnenfeld, A.B., Substitute Relieving Housemaster	September 8
Edgar M. Finck, Jr., Substitute Relieving Housemaster	September 8
Charles E. Hann, Assistant to Assistant Chief Engineer	September 13
John I. McEnerney, A.B., Substitute Housemaster	September 29
Gertrude Zimmerman, Secretary to the President	October 31
Oscar A. Jessurun, Substitute Assistant Dentist	October 31
Martin J. Warnick, B.S., M.S., Substitute Housemaster	November 7
Sarah Mapes, B.S., Governess	November 30
Tom Brown, B.S., Substitute Housemaster	December 10
David M. Cutler, A.B., A.M., Ph.D., Substitute Housemaster	December 14
Helen Temple, Oral Hygienist	December 31
John J. Trainor, B.S., M.S., Teacher, Remedial Class	December 31
Edward V. Minka, Ph.B., Substitute Housemaster	December 31
Kenneth L. Brown, B.S., A.M., Ph.D., Teaching Housemaster	December 31

RETIREMENTS

Ernest Cunningham, Superintendent of Domestic Economy	January 31
Sophie R. Worthington, Teacher, Elementary Schools	November 30

DEATHS

ARCHIBALD RALSTON, Senior Playground Teacher and Super-	
intendent of Girard College Camp.....	July 2
FRANK L. GREENEWALT, M.D., College Physician, Retired..	August 21

APPOINTMENTS

*SYLVIA CARLTON, A.B., A.M., Governess.....	January 16
JOHN I. MCENERNEY, A.B., Substitute Housemaster.....	February 10
RITA McALARNEN, B.S. in H.E., Assistant Dietitian.....	March 1
ADOLPH A. WALKLING, M.D., Substitute Consulting Surgeon ..	March 20
FRANK D. WITHERBEE, Special Representative, Department of Admission and Discharge	April 1
OSCAR A. JESSURUN, D.D.S., Substitute Assistant Dentist.....	April 20
LUTHER F. EHLMAN, B.S., A.M., Substitute Housemaster....	June 5
MARTIN J. WARNICK, B.S., Housemaster.....	June 9
WILLIAM T. LEMMON, M.D., Substitute Consulting Surgeon...	June 20
RUTH M. HAYDT, R.N., Nurse.....	July 1
JANET E. DUVAL, Governess.....	August 1
DOROTHY SCHULMAN, A.B., Substitute Governess.....	August 24
J. WELDON HOOT, A.M., A.B., Ph.D., Teacher of Economics, Post High School.....	September 1
BETTY S. LIVERGOOD, B.S., Assistant to Director of Student Personnel	September 1
JAMES M. DAWSON, A.B., M.B.A., Teacher of Economics, Post High School.....	September 1
CASWELL E. MACGREGOR, JR., A.B., Substitute Teacher of English, High School	September 1
MURIEL E. DAVIS, B.S., Substitute Teacher of English, High School	September 1
NED F. STAKE, A.B., Housemaster	September 9
CHARLES S. CONARD, B.S., Ed.M., Playground Teacher ..	September 9
MARTHA A. BRUBAKER, B.S., Governess.....	September 9
DAVID M. CUTLER, A.B., A.M., Ph.D., Substitute Housemaster	September 9
BENJAMIN ROTHEBERG, A.B., Ph.B., Substitute Housemaster	September 9
WILLIAM B. COOPER, B.S., Substitute Housemaster.....	September 9
ROBERT CLEMMER, A.B., A.M., Substitute Housemaster ..	September 9
TOM BROWN, B.S., Substitute Housemaster	September 9
HELEN S. BRINK, B.S., Substitute Teacher, Elementary Schools	September 9
DORIS HAASE, A.B., Substitute Teacher, Elementary Schools.....	September 9
AUSTIN R. KEEFER, A.B., Mus.M., Substitute Housemaster	September 14
*—Teaching Governess—September 18th	

JOHN LEISER, Substitute Housemaster	September 18
LAWRENCE J. DIETZ, B.S., Substitute Housemaster.....	September 25
WILLIAM H. FITZMAURICE, B.S., Substitute Housemaster	September 30
DOROTHY M. SUNDERLAND, Laboratory Technician.....	October 1
JOHN F. CARLIN, B.S., Supervisor of Industrial Activities	October 2
ANNA Z. LANDIS, Substitute Teacher, Elementary Schools	October 19
ELEANOR W. PETERSON, B.S., Substitute Teacher, High School	October 21
ELIZABETH J. KERR, Secretary to the President	November 1
ELEANOR L. PECK, B.R.E., Substitute Governess	November 12
ELIZABETH FAVILLE, Substitute Governess	November 15
WILLIAM F. ZEIL, A.B., Substitute Housemaster	December 5
ELEANOR M. STELZNER, Substitute Governess	December 31
BERNICE M. COCHRAN, Oral Hygienist	January 1

TRANSFERS

ROSALYN L. STARK, B.S., Assistant Dietitian, to Dietitian	March 1
CHARLES L. MAILLARDET, B.S., Industrial Supervisor to Substitute Teacher in Elementary Schools	September 9
JAMES D. WHITE, B.S., Ed.M., Teacher, High School, to Director of Student Work	October 17
EDITH SATTERTHWAITE, Governess to Substitute Relieving Governess	November 1
MARJORIE CHURCH, B.S., Relieving Governess to Substitute Playground and Recreation Teacher	November 1

CHANGE IN TITLE

JOHN H. SMITH, Assistant Superintendent of Domestic Economy to Assistant Business Manager	February 1
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LEAVE OF ABSENCE

†LEONARD E. STOUT, Laboratory Assistant	January 28
†WILLIAM A. YOTTEY, B.S., Housemaster	February 10
†J. MONTGOMERY DEAVER, M.D., Consulting Surgeon	February 23
†ROBERT L. ROBERTS, B.S., Housemaster	March 6
†LAWRENCE L. MERVINE, D.D.S., Assistant Dentist	April 15
†G. CURTIS PRITCHARD, B.S., Assistant Superintendent of Admission and Discharge	April 30
†CHARLES T. CUNNINGHAM, B.S., Ed.M., Housemaster	May 14
†ALFRED L. EICHELBERGER, B.S., Housemaster	May 31
†CHESTER B. SWEIGART, B.S., Housemaster	June 7
†KENNETH E. FRY, M.D., Consulting Surgeon	June 30
†ANDREW J. STEWART, A.B., A.M., Ph.D., Teacher, High School	August 31
†HOWARD D. ROWE, Laboratory Assistant	August 31

†SYDNEY CONNOR, A.B., Teaching Housemaster.....	August 31
†ALLEN H. JONES, A.B., Housemaster.....	August 31
†KATHLEEN F. LOCKWOOD, B.S., Governess	August 31
†VERA L. GOODRICH, B.S., Ed.M., Teacher, High School	September 1
RUSSELL S. BUTTERWECK, B.S., Teacher of Manual Arts	September 1
MABEL E. WEBSTER, Budget Accountant.....	September 19
†HAROLD M. MILLER, B.S., M.S., Playground Teacher and Acting Superintendent of Girard College Camp	October 31
†—With armed services.	

APPENDIX B

STAFF OF SUMMER SCHOOL—1942

Principal	Dr. William E. Burkard
Substitute Principal	Dr. Ernest A. Choate
Supervisor of Handwork	Viola R. Collins
Tutor for High School Subjects	Iredell L. Aucott
Tutor for High School Subjects	John Diehl
Tutor for High School Subjects	Nathaniel K. Krassenstein
Tutor for High School Subjects	*Matthias H. Richards
Tutor for High School Subjects	†Albert J. D'Nuncio
Tutor for High School Subjects	Charles C. Smith
Tutor for Junior High School Subjects	Charles K. Hay
Auditorium Teacher	Alberta S. Lewis
Music Teacher and Organist	Louis C. Doelp

TEACHERS OF RECREATIONAL ACTIVITIES

George J. Epley	George W. Harlow
	Oscar M. Havsy

ELEMENTARY SCHOOL TEACHERS

Laura E. Harman	Lillian A. Reece
	Freda W. Thomas

BOOKWORK

Edna L. Adams
Lila G. Curry
Oscar M. Havsy
K. Adessa Martin
Maurice L. Risen
Bertha B. Wagenhurst
Elsie S. White

HANDWORK

Frances H. Biester
Grace C. Curcio
Gertrude M. Ehinger
Russell M. Leonard
Irene D. MacMillan
John T. Mladjen
Emma D. Sawyer

* Leave of absence

† Substitute

APPENDIX C

ENROLLMENT OF HIGH SCHOOL BY CLASSES,

September, 1942

Post High School	20	20
High School	—	—
S-2	63	
S-1	66	
J-2	68	
J-1	57	
2-2	68	
2-1	77	
1-2	79	
1-1	71	549
	—	
V-3	21	
V-2	31	
V-1	7	59
	—	—
		628

APPENDIX D

INTERSCHOLASTIC SPORTS SUMMARY

	<i>Played</i>	<i>Won</i>	<i>Lost</i>
Soccer	11	11	0
Swimming	11	10	1
Basketball	10	7	3
Baseball	12	6	6
Track	6	4	2
	—	—	—
Totals	50	38	12

APPENDIX E
SUMMARY OF LIBRARY STATISTICS
BOOK CIRCULATION IN MAIN LIBRARY

Book Classification	Main Department		Children's Room	Total	Total
	Boys	Adults		1942	1941
General Works.....	59	86	93	238	136
Philosophy	99	188	15	302	285
Religion.....	24	58	295	377	451
Sociology and Folklore..	1655	757	2898	5310	4820
Languages.....	76	54	36	166	136
Science	567	148	875	1590	1895
Useful Arts.....	1419	472	1567	3458	3105
Fine Arts.....	1242	454	1368	3064	3035
Literature	1139	690	440	2269	2406
History.....	1314	639	724	2677	2452
Travel	506	349	641	1496	1945
Biography.....	1261	620	764	2645	2584
Fiction	10176	3993	8565	22734	22183
Periodicals	260	12109	0	12369	13382
Total Circulation.....	19797	20617	18281	58695	58815
Main Department Circulation	{ Boys.....		19797	17374	
	{ Adults.....		20617	22662	
Children's Room Circulation.....			18281	18779	
Grand Total Book Circulation.....				58695	58815

ATTENDANCE IN MAIN LIBRARY

		1942	1941
Main Department Attendance	{ Boys.....	55316	59469
	{ Adults.....	2917	3067
Children's Room Attendance.....		15137	16195
Grand Total Attendance.....		73370	78731

ELEMENTARY SCHOOL LIBRARY-LABORATORY

		1942	1941
Number of films loaned for classroom use		721	1060
Number of slides loaned for classroom use		3074	3767
Attendance of boys for research.....		21379	28888
Attendance of boys for group activities.....		5201	7299
Teacher-Librarian conferences.....		521	828

BOOKS ADDED TO THE LIBRARY

Non-Fiction		2259
Fiction		1086
Periodicals (bound volumes)		41
Total number of volumes added to the Library in 1942.....		3386
Total number of volumes discarded in 1942		647
Total accessions to date.....		83079
Total unaccessioned bound volumes to date.....		7048
Total discarded and lost to date		13768
Total approximate number of volumes in the Library in 1942.		76359

APPENDIX F

LECTURES AND ENTERTAINMENTS—1942

Friday, January 9:

Illustrated Lecture

"Modern World Adventure"

Delbert K. Harter

Illustrated Lecture

"Interesting Birds of Prey"

Charles E. Mohr

Friday, January 23:

Entertainment

Cartoons

Thomas Kelley

Illustrated Lecture

"Gemstones"

Nancy E. James

Friday, February 6:

Illustrated Lecture

"Seven Seas on a Shoe String"

Dwight Long

Magic and Illusion

Neff and Company

Friday, February 20:

Concert—Entertainment

"Music with Personality"

Carl Brown and Glen Meneley

Friday, March 6:

Dance Pageant

Margot and Associates

Friday, March 20:

Illustrated Lecture

"The World of Insects"

John W. Cadbury, III

Saturday, March 21:

Concert

William Penn Charter School

Choral Club

Charles T. Maclarey, Director

Friday, April 10:

Comedies

"Elmer" and "Pampered Darling"

The Footlight Players

Illustrated Lecture

"Under Water Life in the Tropics"

Robert M. Zimmerman

Friday, April 24:

Illustrated Lecture

"Affording Florida"

Van Wormer Walsh

Illustrated Lecture

"Exploring Alaska"

Harry Lance

Friday, October 16:

Lecture

"Music, the Universal Language"

Harry C. Banks, Jr.

Friday, October 30:

Hallowe'en Entertainment

The Joy Bell Ringers

Mystery and Sleight of Hand

Harry T. Brown

Friday, November 13:

Drama and Comedy

"Theatre of the Air,"

"Crazy Ideas," and "Macbeth"

L. Verne Slout Players

Junior School Play

Friday, December 4:

Student Activities Night

Friday, December 18:

Christmas Concert

Musical Organizations of Girard College

(Saturday, December 19, Concert

for Student Body and Staff)

Thursday, December 24:

Illustrated Lecture

"Christmas 'Round the World"

Helen Perrell

APPENDIX G

GIRARD COLLEGE CAMP STAFF—1942

Superintendent of Camp	*Archibald Ralston
Assistant and Acting Superintendent.....	Harold M. Miller, B.S., M.S.
Camp Physicians, (Visiting	W. E. Andrew, M. D.
(Resident	Rupert Emory Kelly, M. D.
Resident Nurse	Mary Bonnenberger, R. N.

COUNCILORS

Edward Anderson	William T. Heisler
Erwin Antoni	Walton B. Hill
Harry Bassett	W. Herbert Horner
Raymond L. Burkley	Andrew M. Hritz
Michael Caruso	John Kogut
Don B. Corbin	Robert A. Livingston
Walter H. Costello	Mark S. Rice
William H. Evans	Jerry C. Rullo
H. Richard Eyer	Ned F. Stake
Alvin W. Finestone	Lewis R. Strunk
William O. Foust	Glen M. Weakley
Oscar C. Freas, Jr.	Deane H. Webber
Samson L. Freedman	Russell L. Williams
Walter J. Gregonis	Earl J. Yandow
Robert G. Hale	William J. Robinson
* Deceased.	

APPENDIX H

CHAPEL SPEAKERS—1942

- January 4—Mr. E. Newbold Cooper, Supervising Principal, Elementary Schools, Girard College.
11—Mr. David A. McIlhatten, Teacher, Girard College.
18—Mr. Joseph M. McCutcheon, June, '83, Business Man, Philadelphia.
25—Mr. Lester C. Haworth, General Secretary, Y.M.C.A., Philadelphia.
- February 1—James A. Walker, Esquire, Attorney, Philadelphia.
8—Honorable Charles E. Kenworthy, Judge of the Supreme Court of Pennsylvania.
15—Mr. Charles S. Walton, Jr., Business Man, Philadelphia.
22—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York City.
- March 1—Mr. Douglas T. Neale, Business Man, Philadelphia.
8—Joseph P. Gaffney, Esquire, Attorney; Solicitor for Board of Directors of City Trusts, Philadelphia.
15—Dr. George R. Dulebohn, Teaching Housemaster, Girard College.
22—Mr. O. Howard Wolfe, Business Man, Philadelphia.
29—Dr. Charles C. Tillinghast, Principal, Horace Mann School for Boys, New York City.
- April 5—Dr. William C. Dunlap, Teacher, Girard College.
12—Thomas B. K. Ringe, Esquire, Attorney, Philadelphia.
19—Mr. James D. White, Teacher, Girard College.
26—Mr. John A. Diemand, January, '03, Business Man and Vice-President, Board of Directors of City Trusts.
- May 3—Mr. Lauris R. Wilson, Senior Housemaster, Girard College.
10—Honorable G. Harold Watkins, Senator, Pennsylvania Legislature, Frackville, Pa.
17—Dr. Raymond I. Haskell, Teacher, Girard College.
24—Mr. E. Elmer Staub, December, '99, Business Man, Detroit, Michigan.
31—Dr. Cheesman A. Herrick, Former President of Girard College.
- June 7—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
14—Mr. Frank D. Witherhee, former Superintendent of Admission and Discharge, Girard College.
21—Mr. Justice Felix Frankfurter, United States Supreme Court.
28—Mr. George C. Foust, Teacher, Girard College.

- July 5—Miss Hazel Erchinger, Librarian, Girard College.
12—Dr. William E. Burkard, Principal, John Bartram High School,
Philadelphia.
19—Mr. Joseph A. Davis, Superintendent of Household, Girard
College.
26—Mr. William L. Campbell, Senior Housemaster, Girard College.
- August 2—Mr. Karl R. Friedmann, Teacher, Girard College.
9—Mr. Sydney Connor, Teaching Housemaster, Girard College.
16—Mr. Reynolds Joll, Senior Housemaster, Girard College.
23—Dr. Ernest A. Choate, Principal, Edwin H. Fitler School,
Philadelphia.
30—Mr. John P. Dunlevy, Swimming Instructor, Girard College.
- September 6—Mr. George H. Dunkle, Senior Housemaster, Girard
College.
13—Mr. Owen D. Evans, Superintendent, Mechanical School,
Girard College.
20—Mr. Charles M. A. Stine, Industrial Executive, Wilming-
ton, Delaware.
27—Dr. Merle M. Odgers, President, Girard College.
- October 4—Mr. Raymond L. Burkley, January '22, Executive Secretary,
General Alumni Association, Temple University, Phil-
adelphia.
11—Dr. John L. Haney, President, Central High School, Phil-
adelphia.
18—Mrs. Owen D. Evans, Wife of Superintendent of Mechan-
ical School, Girard College.
25—Dr. Ralph L. Johnson, Former Teacher, Girard College.
- November 1—Dr. Merle M. Odgers, President, Girard College.
8—Mr. Henry V. Andrews, Teacher, Girard College.
15—Earl Jay Gratz, Esquire, January '22, Attorney, Phila-
delphia.
22—Mr. Emil Zarella, June '24, Senior Housemaster, Girard
College..
29—Mr. Earle T. Hawkins, Supervisor of High Schools,
State Department of Education, Baltimore, Maryland.
- December 6—Mr. Walter A. Staub, May, '97, Business Man, New York,
N. Y.
13—Dr. Norman E. McClure, President, Ursinus College,
Collegeville, Pa.
20—Dr. Alfred E. Stearns, Headmaster Emeritus, Phillips
Academy, Andover, Massachusetts.
27—Mr. Clyde I. Martin, Teacher, Girard College.

APPENDIX I
ANNIVERSARIES AND COMMENCEMENTS—1942
SPEAKERS

Commencement, January 29,

Dr. John A. Stevenson, President,
Penn Mutual Life Insurance Company,
Philadelphia

Alumni Memorial Service, May 20,

Robert Dechert, Esquire,
Attorney, Philadelphia

Founder's Day (Morning Assembly of Students), May 23,

Mr. William J. Beatty, '09,
President, Girard College Alumni Association
Mr. Paul S. Miller,
Class of January, 1929

Commencement, June 18,

The Honorable Herbert F. Goodrich,
Judge, United States Circuit Court of Appeals,
Philadelphia

Thanksgiving Day, November 26,

H. S. J. Sickel, Esquire,
Attorney, Philadelphia

SPECIAL OCCASIONS

February 18,

Honorable Roland S. Morris,
Board of Directors of City Trusts
(Former Ambassador to Japan)

April 15,

Mr. Lynn U. Stambaugh,
National Commander,
The American Legion

June 11,

Honorable Bernard Samuel,
Acting Mayor,
City of Philadelphia

October 14,

Mr. John B. Kelly,
Regional Director, Defense Health and
Welfare Services,
Philadelphia
Mr. Robert P. Tristram Coffin,
New England Poet,
Bowdoin College,
Brunswick, Maine

November 19,

Lieutenant John E. Walsh,
U. S. Destroyer O'Brien,
United States Navy

APPENDIX J

HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations, and other matters of record for which students of the College were under observation in the Infirmary during the year 1942:

Abrasion, Corneal, and burn of the eyelid	1	Chicken-pox	11
Abscess	2	Cholangitis, catarrhal	1
Acne	1	Concussion	1
Acidosis	1	Contusion	19
Adenitis	20	Conjunctivitis, acute catarrhal	86
Appendiceal Abscess	1	Constipation	2
Appendicitis	38	Dermatitis	7
Asthma (Allergic)	1	Dietetic Indiscretion	470
Athlete's Foot	1	Enteritis	19
Blepharitis	1	Epiphyseal separation	1
Bronchitis, chronic	1	Erysipelas	1
Bronchitis, acute	3	Erythema Infectiosum	1
Broncho-Sinusitis	1	Ethmoiditis	1
Bursitis	1	Foreign body—ear canal	1
Bursitis, traumatic	1	Foreign body—intestinal tract	2
Cellulitis	4	Fracture	15

Furunculosis	9	Pavor Nocturnus	1
Fungus Infection	1	Pertussis	6
Hematoma	3	Pharyngitis	2
Hernia	7	Pneumonia, Lobar	8
Idiocyncrasies to Novocain	1	Psoriasis	1
Impacted Teeth	20	Pyoderma	1
Impetigo	1	Rheumatic Infection	21
Infections, general	4	Rhinitis	3
" Streptococcal Throat	1	Scabies	2
" Middle Ear	1	Scarlet Fever (transferred to Municipal Hospital)	2
Injury to right knee	1	Serum Reaction	20
Injury to ankle	1	Sinusitis	2
Jaundice, acute catarrhal	2	Sprain	6
Laceration	2	Tinea Circinata	1
Laryngitis	2	Tinea Tonsurans	1
Measles	14	Tinea Trychophytina	4
Mumps	4	Tonsillitis	3
Muscle bruise	1	Tracheo-bronchitis, chronic	3
Myalgia	1	Tracheo-bronchitis, acute	3
Myocarditis, toxic	1	Upper Respiratory Infection	515
Myositis	2	Ureteral Calculi	1
Nephritis	2	Urticaria	1
Neuralgia, ear	1	Varicocele	3
Observation	9	Vincent's Angina	5
Obstructed Nares	2	Wounds, lacerated	4
Osgood Schlatter's Disease	2		
Otitis Media, acute	47	Total	1478
Otitis Media, chronic	1		
Para-Phimosis	1		

OPERATIONS:

Apicoectomy	1
Appendectomy, clean	35
Appendectomy, drainage	3
Appendiceal Abscess drained	1
Circumcision	70
Double Advancement for Strabismus	1
Excision of Hydrocele	2
Excision of Sebaceous Cyst	1
Exploratory for Ganglion in hand	1
Extraction of teeth	20
Herniorrhaphy	4
Herniorrhaphy, right, and First Stage Torek	1
Herniorrhaphy, right, and Meckel's Diverticulum	1
Herniorrhaphy, Bilateral	1
Incision and Drainage of Left Index Finger	1
Mastoidectomy	2
Paracentesis	1
Removal of Toenail	1
Submucous Resection	2
Tonsillectomy and Adenoideectomy	21
Torek, 2nd Stage	1
Umbilical Cyst Removed	1
Varicocele, Left	3
Total Operations	175

DISPENSARY TREATMENTS:

Infirmary	30,174
Otolaryngological	12,220
Ophthalmological	12,220
Dental	17,196
	<hr/>
Average number of hospital days per patient	Total 71,810
Average daily census	8.9 23.1

APPENDIX K

DEPARTMENT OF STUDENT PERSONNEL CONTACTS

Individual Admissions Examinations	239
Individual Conferences with Boys	519
Individual Conferences with Mothers	81
Individual Speech Lessons	312
Individual Vocational Guidance Examinations (2-2-1, 2-2-2, 2-2-3 Groups)	70
Group Vocational Guidance Examinations	70
Individual Personnel Examinations (Psychological)	43
Individual Two-Year Re-Test	81
Individual Elementary Industrial Examinations	16
Individual Examinations (7A and 8B)	32
Individual Psychiatric Interviews	194
Individual Conferences (Alumni, Staff Members, Visitors, etc.)	65
	<hr/>
Total	1722

APPENDIX L

Excerpts from Mr. Edwin H. Craig's Summary and Conclusions of a study made in 1940 of the classes of 1933 and 1934.

SUMMARY

1. Two hundred of the 277 questionnaires sent to the graduates (seventy-two per cent) were answered and returned. Of these 200 responses, forty-two per cent were from Academic-Commercial graduates; forty-six per cent were from Academic-

Mechanical graduates; and twelve per cent were from Intermediate High School graduates.

2. The average age at graduation of all students was seventeen years and six months, with relatively no difference in the average ages according to curricula.

3. Fifty-six per cent of the graduates live in the city of Philadelphia; thirty per cent live in the State of Pennsylvania outside the city of Philadelphia; and the remaining fourteen per cent live in other states.

4. Sixty-eight graduates (thirty-four per cent) were married at the time of the survey. This group consisted of thirty per cent of the Academic-Commercial graduates; forty per cent of the Academic-Mechanical graduates; and twenty-two per cent of the Intermediate High School graduates. One graduate has been divorced.

5. The average age at which the graduates were married was twenty-two years and four months, with little difference in the group according to curricula.

6. Ninety-six graduates (forty-eight per cent) belong to one or more social organizations other than those affiliated with Girard College.

7. Eighty-seven graduates (forty-four per cent) are supporting one or more dependents other than wife or children.

8. A relatively clean bill of health was reported by the group with only five per cent illnesses since graduation. There were fourteen per cent accidents and one per cent deaths.

9. Of the 200 graduates studied, 116 (fifty-eight per cent) continued their education after graduation from Girard College.

10. Sixty-three graduates (thirty-two per cent) attended institutions of a college level. This number represents forty-eight per cent of the Academic-Commercial graduates, twenty-three per cent of the Academic-Mechanical graduates and four per cent of the Intermediate High School graduates.

11. Seventeen graduates (twenty-seven per cent) who attended institutions of a college level have received collegiate degrees and eight graduates (thirteen per cent) have received collegiate certificates.

12. Of the seventeen graduates who received collegiate

degrees, six students (thirty-seven per cent) are now taking post graduate college work.

13. Fifty-four graduates (seventy-two per cent) who attended institutions of a college level were enrolled in either Temple University, University of Pennsylvania, or Drexel Institute of Technology.

14. Nineteen graduates (thirty per cent) who attended institutions of a college level distinguished themselves by receiving honors.

15. Graduates who received collegiate degrees averaged four years attendance at college; those receiving collegiate certificates averaged six years; and those still attending college have averaged three years to date.

16. Seventy-one graduates (thirty-six per cent) attended institutions not of a college level. This number represents fifty-two per cent of the Academic-Commercial graduates; twenty-four per cent of the Academic-Mechanical graduates; and twenty-two per cent of the Intermediate High School graduates.

17. Of the thirty-six per cent of all graduates who attended non-collegiate institutions, twenty-one per cent also attended institutions of a college level.

* * * * *

22. Twenty-two graduates (eleven per cent) enrolled in Correspondence Schools. This number represents eleven per cent of the Academic Commercial graduates, thirteen per cent of the Academic Mechanical graduates and four per cent of the Intermediate High School graduates.

* * * * *

25. Twenty graduates (ten per cent) who responded to the survey attended the Girard College Post High School. Sixty per cent of these graduates later attended institutions of a college level, of whom forty-two per cent received collegiate degrees. Thirty-five per cent attended schools not of a college level and five per cent took no further training.

26. The chief methods of financing post high school training were "self work," scholarship loan, scholarship, and relatives.

Twenty different types of work were performed by the graduates in financing their education.

27. The field of business and the fields of business and trades employed the greatest percentage of Academic-Commercial and Academic-Mechanical graduates respectively in their first, second, and present positions. The greatest percentage of Intermediate High School graduates were employed in business, trades and skilled labor in their first position, and business and skilled labor in their second and present position.

28. The position of office clerk was the title of the position held by the greatest percentage of Academic-Commercial graduates for their first, second and present position. The Academic-Mechanical graduates reported the greatest percentage of first positions being that of draftsman and retail store clerk, of second positions being construction labor, and of their present positions being that of machinist and draftsman. The Intermediate High School graduates reported the highest percentage of first positions as being that of construction labor, and of second and present positions being that of shipping clerk.

29. Of the first positions secured by the graduates forty-five per cent were obtained through Girard College placement, twenty-five per cent through friends or relatives and twenty per cent were the result of personal application. Of the second positions secured by the graduates, thirty-one per cent were obtained through friends or relatives, twenty-eight per cent through Girard College placement and twenty-seven per cent were the result of personal application. Of the present positions secured by the graduates, thirty-six per cent were the result of personal application, twenty-six per cent were obtained through friends or relatives, and twenty-three per cent through Girard College placement.

30. The majority of all graduates obtained their first position within three months after graduation, and reported no wait between first and second positions.

31. Twenty-three percent of all the graduates remained three years or more in their first position and twenty-nine per cent of all the graduates remained three years or more in their second position. Fifty-six per cent Academic-Commercial, forty-four

per cent Academic-Mechanical, and thirty-one per cent Intermediate High School graduates have held their present positions three years or more.

32. Seventy per cent, forty-one per cent, and thirty-two per cent of the Academic-Commercial, Academic-Mechanical, and Intermediate High School graduates, respectively, stated that their present position followed the type of occupational training they received at Girard College. This was an eight per cent gain in the affirmative reply of all graduates over their first positions.

33. The average highest salary of all graduates for their first position was seventy-five dollars a month; for their second position eighty-six dollars a month; and for their present position one hundred nineteen dollars a month. The average gain of present position salary over first position salary for Academic-Commercial graduates was thirty-six dollars a month; for Academic-Mechanical graduates fifty-two dollars a month; and for Intermediate High School graduates forty-five dollars a month.

34. More graduates left their first and second positions for better positions than for any other reason.

35. Sixty per cent, fifty-one per cent and forty-eight per cent of the Academic-Commercial, Academic-Mechanical, and Intermediate High School graduates, respectively, feel that their chances for advancement in their present positions are good.

36. Sixty-six per cent, sixty-two percent and forty-nine per cent of the Academic-Commercial, Academic-Mechanical, and Intermediate High School graduates, respectively, expect to remain in their present type of employment.

37. In order to qualify for further advancement in their present position, fifty-six per cent Academic-Commercial, sixty-one per cent Academic-Mechanical, and thirty-five per cent Intermediate High School graduates must take additional study or training in their fields.

* * * * *

39. Four per cent of both the Academic-Commercial and Academic-Mechanical graduates, and thirteen per cent of the Intermediate High School graduates were unemployed at the time of the survey.

40. The Academic-Commercial and Academic-Mechanical graduates have held an average of three positions since graduation. The Intermediate High School graduates have held an average of four positions since graduation.

41. The subjects taken at Girard that were considered most beneficial in preparation for employment by the Academic-Commercial graduates were: Typing, English and Bookkeeping; by the Academic-Mechanical graduates Mathematics, English and Physics; and by the Intermediate High School graduates English, Mathematics and Shop.

42. In their cultural and social relationships, the graduates considered English, Social Studies, Dramatics and Public Speaking, and Music the most beneficial subjects taken at Girard.

* * * * *

44. Boys from all curricula groups reported that the athletics engaged in at the college enabled them to receive recognition in that field in college, position or social life. Music, Dramatics, and Club Activities, also were most helpful in the graduates social adjustments after leaving Girard.

45. The chief phases of the Girard training that the graduates reported as qualifying them for better citizenship were: Discipline; "Girard all-around training"; Military Training; and the Study of Social Problems.

CONCLUSIONS

It is evident, from the study of the achievements of the Girard College graduates, that the Girard boy, on graduation, has faced successfully many difficult problems. From the day of graduation, the majority of the boys are "on their own" and nearly half of the number must also support, either partially or completely, one or more dependents. Because of these financial responsibilities, the number of graduates who are married and the number who have pursued post high school education should be considered outstanding. However, after six or seven years of facing these problems, the graduates appear to be in reasonably good health—a fact that reflects good living and adequate adjustments to life.

In the percentage of graduates who attended both colleges

and schools of a non-collegiate level, the Academic-Commercial graduates showed a noticeably higher ratio over the Academic-Mechanical and Intermediate High School graduates. That this advanced study is of material value later is shown by the fact that, in their present positions, the greater percentage of Academic-Mechanical graduates reported they must take additional study for advancement in their fields.

One indication that the Girard College Post High School has been a stimulus to higher learning is brought out in the fact that ninety-five per cent of the graduates of this course pursued further education, of whom two-thirds later attended colleges or universities.

The occupational and financial record of the graduates compares very favorably with boys of this age. However, the graduates are dependent to a great extent on the Girard College Placement Service even for their present positions, although the current shift is toward personal application in securing new positions. In relation to the graduates' present positions following the vocational training received at the College, the Academic-Commercial graduates reported the highest percentage employed in their own fields. Although the Commercial graduates' average salary is lower at the present time, their expectations for advancement in their fields are greater than the other groups studied.

In general, the reactions of the boys to their Girard College training were favorable. The subjects the graduates considered most beneficial to them in their preparation for employment were logical choices in relation to their specific fields, and the fact that graduates of all curriculum groups considered English of prime importance in their cultural and social relationships is in agreement with the results found in other similar surveys. That chemistry was the outstanding subject the graduates wish they had taken is an indication that the demand for this subject is constantly gaining in the industrial world and might be given more prominence in the future. A high carry-over value of extracurricular activities in receiving recognition in college, position, and social life was reported with special emphasis in Athletics, Music, Dramatics, and Club activities. Although not

greatly valued by the graduates while students in the college, discipline was later considered the outstanding phase of the Girard training in preparation for better citizenship.

APPENDIX M
ASSISTANCE TO ALUMNI FOR
HIGHER EDUCATION
IN THE YEAR 1942

HARRY BROCKLEHURST FUND

Leon Brandolph, Temple University School of Chiropody
Frank Di Meo, University of Pennsylvania
Samuel Fisher, Pennsylvania State College

GEORGE L. MEYER FUND

George McFarland, Wesleyan College

LAWRENCE TODD FUND

Carlo Alette, Maryville College
Erwin Antoni, University of Pennsylvania
Richard W. Boyd, Maryville College
Leon Brandolph, Temple University
Richard Buckley, West Chester State Teachers' College
August Canike, University of Pennsylvania
Joseph D'Antonio, Maryville College
Erwin Dorfman, Pennsylvania State College
Joseph Doughty, Franklin and Marshall College
Arnold Ehrlich, Colby College
William R. Fleming, Franklin and Marshall College
Albert Freedman, Temple University
Russell Gabel, Lock Haven State Teachers' College
John A. Lander, Temple University
Hugo Norman, Pennsylvania State College
Angelo Spinelli, University of Pennsylvania
Joseph Splendido, University of Pennsylvania
Ned F. Stake, Drew University
Walter H. J. Williams, University of Pennsylvania

ALUMNI LOAN FUND

Carlo Alette, Maryville College
Robert W. Allen, Temple University
Erwin Antoni, University of Pennsylvania
Irving Aschendorf, Gibson Institute
Allen E. Bair, Gibson Institute
Richard W. Boyd, Maryville College
Leon Brandolph, Temple University School of Chiropody
August Canike, Maryville College
Nicholas Castelucci, Gibson Institute
Joseph D'Antonio, Maryville College
Marvin T. Fassett, University of Pennsylvania
William R. Fleming, Franklin and Marshall College
Albert Freedman, Temple University
Russell Gabel, Lock Haven State Teachers' College
William R. King, University of Pennsylvania
John Lander, University of Pennsylvania
George McFarland, Wesleyan College
Kenneth B. Marion, University of Pennsylvania
Hugo Norman, State College
Judson T. Shaplin, Harvard University
Joseph Splendido, University of Pennsylvania
Ned F. Stake, Drew University
Walter H. J. Williams, University of Pennsylvania

MERVYN WINGFIELD MILLER SCHOLARSHIP

John Joseph Rothrock, University of Pennsylvania

JAMES E. LENNON FUND

Richard W. Boyd, Maryville College

APPENDIX N

SAVINGS FUND ACCOUNT

The Savings Fund Account, which was started in 1896 with deposits of \$234.07, has served its purpose well. Some figures for the last five years are given below:

	<i>Deposits</i>	<i>Withdrawals</i>
1938	\$6369.56	\$5342.98
1939	6204.49	6800.77
1940	6451.76	5644.47
1941	6600.14	6809.66
1942	5825.63	7530.93
Total deposits, 1896 to 1942	\$167,005.85	
Total withdrawals, 1896 to 1942		151,866.23
Excess of deposits over withdrawals, 1896 to 1942		15,139.62
Total amount in the Fund, December 31, 1942		37,111.80
Total interest for the year ending December 31, 1942		692.66
Accounts opened in 1938		155
Accounts opened in 1939		166
Accounts opened in 1940		174
Accounts opened in 1941		130
Accounts opened in 1942		118
Total number of accounts December 31, 1938		1377
Total number of accounts December 31, 1939		1415
Total number of accounts December 31, 1940		1422
Total number of accounts December 31, 1941		1428
Total number of accounts December 31, 1942		1372
United States War Bonds, December 31, 1942		\$4,825.00

APPENDIX O

PRIZES AND HONORS, 1942-1943

Two key man awards (wrist watches) were made during the school year, to Lawrence Weiskrantz, Class of June, 1942, and to Norbert F. Kockler, Class of January, 1943, for the best all-around records in scholarship, athletics, citizenship and extra-curricular activities.

Prix d'Honneur certificates were presented by l'Alliance Française to the High School students showing the greatest proficiency in the study of the French language and literature:

September Award—Andrew J. Lewis

February Award—Umberto Cantalamessa

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes as follows:

1. Theodore Brandow	\$7.00
2. Bernard W. Dunn	5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded in September as follows:

1. Frank E. Leyba	\$6.00
2. Walter J. Cantwell	4.00
3. John K. Whiteside	2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded in September as follows:

1. John Kogut, Machine Shop Practice	\$7.00
2. Edmund F. Schilling, Trade Drafting	5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded in September as follows:

1. Walter Stanger	\$7.00
2. James Howell	5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded in September as follows:

1. Edmund F. Schilling	\$10.00
2. Paul R. Fromm	7.00

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

September—Merchant Hall	Average 2.38
February—Merchant Hall	Average 2.34

Two commercial students tied for the Frank Honicker prize

of \$3.00, awarded for the best general record in secretarial studies during the Senior year, and as a consequence \$1.50 in War Saving Stamps was presented in February to each student, viz: Robert V. Dermott and Blair A. Thompson.

In June a special prize of a pen and pencil set, sponsored by the Intermediate High School classes of 1928, was presented to Harry D. Mannion, as the student of Intermediate High School Class 1-A having attained the best all-around or most outstanding record for the school year.

The Art Class prizes, awarded to the students of that class for achievement in drawing and water color painting, were presented in February as follows:

William E. Calhoun	\$3.00
Joseph E. Hudak	1.00
Richard P. Lusher	1.00

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the upper level of the Seventh Grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

June, 1942—Richard E. Frey
January, 1943—John Zaremba

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

September, 1942—Company C
February, 1943—Company D

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards

1. John A. Seib, Company C, Silver Medal
2. Merrill J. Roberts, Company B, Bronze Medal

February Awards

1. John A. Seib, Company D, War Savings Stamps \$4.50
2. Felix J. Pieckarski, Company C, War Savings Stamps 2.50

To the Cadets ranking first and second in individual drill:

September Awards

1. Basil Roman, Private, Company D, Silver Medal
2. Salvatore Pantalone, Private, Company A, Bronze Medal

February Awards

1. Roy F. Pentz, Sergeant, Company A, War Savings Stamps \$4.50
2. Salvatore Cavallaro, Sergeant, Company B, War Savings Stamps 2.50

Prizes presented by the College for proficiency in manual arts:

September Awards

1. Harry Howell, books to the value of \$5.00
2. George V. Yuscavage, books to the value of 3.00

February Awards

1. George V. Yuscavage, books to the value of \$5.00
2. Robert E. Bartholomew, books to the value of 3.00

Prizes presented by the College in February for the best singing with a soprano or alto voice:

1. Thomas A. Auchterlonie, books to the value of \$5.00
2. Harry B. Rosenbaum, books to the value of 2.50

Prizes presented by the College in September to students showing greatest proficiency and greatest improvement in piano music:

1. Edwin L. Finkel \$5.00
2. John Demaio 2.50

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Solomon Blecker, Umberto Cantalamessa, Robert Verner Dermott, Robert Charles Jones, Norbert Francis Kockler, Jonathan Robert Marriott, James Leslie Mathis, George Lippincott Matlack, Thomas Edward Nawalinski, Donald Francis Panaro, Joseph Slusar, Blair Alvin Thompson, Lawrence Weiskrantz.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Frederick Augustus Beise, Calvin Coolidge Brusman, Louis James Calabrese, Carmen Di Giovanni, John Anthony Harris, Salvatore Imperato, Richard Henry Johnston, Robert Porter Johnston, William Richard Johnston, Leon Levin, Paolo Eupremio Lotto, Hunter Ross Marion, Daniel Metroka, Donald Dial Pastorius, Michele Pontari, Edmund Franklin Schilling, Leonard Schwartz, Joseph Daniel Soltis, Bernard Toscani.

APPENDIX P GRADUATES

Following are the names of those who were graduated from the College in 1942:

CLASS OF JANUARY, 1942

Luther Arthur Ahrendts	George Warren Lambert*
Harry Samuel Altamuro	Harry Rutherford Leinberry
Edward Anderson*	William Lomanno
John Homer Anderson	Roger McDonnell
Erwin Antoni*	Donald Edwin Manges
Frederick Arnold	Domenic Mascioli
Samuel Edward Asquith	William Francis Matts
Benedict John Barto	William Oliver Menchey
William Ferd Bernhardt*	Albert Micklus
James Lee Bernheisel	William Alton Miller*
Victor Michael Boffa	Royle Mauger Mills*
Charles Eldridge Brown	Roger Chandler Moore*
Jeremiah Callaghan	William Lawrence Neuman
Michael Caruso*	Alan Edgar Oberst
Aldo Castellani	Joseph Harry Piasecki
Louis Edward Ceaser	Raymond Pellicciotti*
George Dajnowski	Thomas Patchell Proctor
Joseph DeVergilio	Walter Powell Rahn
William Johnston Divvens	Jack Richwine
Francis McCullough Dorer	Eugene Ruggere*
Henry Grant Dunmire	Thomas Salerno
Harry Eckman	Adelbert Pellitt Samson
Gerald Esposito	Conrad Elwood Schmidt
Charles William Fielding	Louis William Schuler*
Lawrence William Fowler	Nicholas Semenick
Thomas Earl Frank	Michael Serluca
Sandford George Franklin	John Edward Raymond Simmers
William Russell Gardner	William Stevens Smith
Joseph Glasser	Albert Stezzi
Giovanni Granato	William Harold Stonemetz
Jay William Haas	Arcangelo Straneri
Harlan Lincoln Harner	Harold Milton Surkin
Walter Francis Hartfield*	Leon Visnov
Edward Harvey	Joseph Weiner
Russell David Johnson*	William Laird Williams
Leon Frank Jurski*	Leonard Anthony Wnukowski
John Francis Kelly	Albert Freedmant

*Members of the National Honor Society

†As of June, 1941

CLASS OF JUNE, 1942

Constantine Agostarola	Henry Melnyszuk
Kenneth William Anderson	George Nicholas Morinelli
Antonio Salvatore Arcari*	Pasquale Nardizzi
Walter Baran	Elias Benson Pealer
Frederick Arthur Barrett	Edward Piechowiak
Frederick Augustus Beise*	James Powell
John Thomas Bell	William Joseph Quigley
John Cabal Breckinridge	Gerald Lloyd Reinert
David Fowler Burns	George Rosato
John Thomas Campbell	Stanley Ruchlewicz
William Alwein Cassel	George Sabbi
Biagio Ciervo	William Henry Schaick
Walter Dajnowski	Edmund Franklin Schilling*
Ewell John Wilmer Davis	Harold Eugene Scott*
Carmen DiGiovanni*	Alfred Carl Seebode
Wesley Eugene Dunning	John Adam Seib
Paul Robert Fromm	Theodore Nathan Sherman
Francis Gorman	Wasil Slusar
Edward Henry Hunt	Robert John Soltis
Harry Ellsworth Jones	Richard Soltysiak
Lester John Karsanaz	Armando Carmen Splendido
John Kogut*	Alexander Stagman
Richard Diehl Kutz	John Joseph Stanley
Joseph Lawrence Leavens	Charles Clark Tregaskis
Vincent Leodore	Daniel Ellsworth Walters
Joseph Levin	Charles James Watson
Wilbur Harold Linebaugh	Lawrence Weiskrantz*
Edward Lipp	William Charles Wickert
James McDonnell	Andrew Hugo Williams
Hunter Ross Marion*	

* Members of the National Honor Society

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1942, and were granted certified statements indicating the ground covered in each individual case:

January, 1942	June, 1942
Norman F. Ames	Walter H. Costello
Richard H. Barnes	Marshall Guntrum
†Alexander R. Boyd	William Hunt
John Fischer	Charles H. Porter
George Havrisik	Richard C. Rheinhart
Charles Kirschbaum	Thomas F. Santilli
Francis H. McGovern	‡William J. Tridico
Edward Roach	Richard A. White
Samuel R. Taylor	
† 1 term, as of June, 1941	
‡ As of December, 1941	

The following boys completed the Intermediate High School course in 1942 and were granted certificates:

January, 1942	June, 1942
George Thompson Brooks	Carmino Barletta
Alfred DiPasquale	George Henry Bodge
Christopher James Fritz	William Wallace Earl
Leven Melvin Gaskill	Edward Francis Kozole
Gilbert Forrest Gehman	Joseph Donald Mack
Samuel Gratch	Harry Donald Mannion
Stewart Henry Kresge	Thomas Moody
Michael John O'Keefe	Scott Stephen Slater
Robert Dean Peterson	Andrew Otto Sohl
Frederick Paul Roudabush	Albert Raymond Steele
John Bastisto Salerno	Robert Francis Stieska
Richard James Zimmer	Dante Tieri
	Leon Witkowski

APPENDIX Q

Following are the names of Alumni of record up to April 30, 1943, in the various branches of the Armed Services of the United States.

ARMY

Abbott, George Isaac	1933	Barnhart, James Gordon	1941
Adams, John Lincoln	1939	Barr, John Gibson	1937
Adams, William A.	1936	Barrett, Frederick Arthur	1942
Agostarola, Daniel	1940	Barth, Milton	1941
Albright, James Augusta	1928	Bartsch, James Robert	1941
Aletti, Carlo	1940	Baun, Harry Lorraine	1941
Alexander, Thomas	1939	Baruso, Frank	1938
Alexanian, Neshan	1939	Beam, Walter Dean	1938
Allen, Bernard Francis	1939	Bell, Charles Homer	1933
Allen, Francis Albert	1940	Bell, Howard Carrol	1930
Allen, Radcliffe Henson	1934	Bell, Raymond Oscar	1932
Anderson, John Robert	1937	Benner, John William	1942
Angstadt, Ralph Thomas	1939	Berger, Nelson Arthur	1940
Antoni, Erwin J.	1942	Berman, Edward Paul	1941
Antoni, John Joseph	1940	Berman, Joseph Elias	1939
Antoniacci, Cesare	1937	Bernheisel, James Lee	1942
Applegate, George Albert	1940	Berriman, Harry E.	1915
Applegate, Elmer Harry	1935	Berry, Jesse Bridger	1934
Arbuckle, Donald	1936	Bickhart, Alfred Oliver	1934
Arbuckle, Harry Wilmer	1936	Black, Chapman Freeman	1937
Ardito, Louis	1940	Blair, Robert Fenton	1934
Arnold, Frederick	1942	Blakeman, Charles Bruce	1934
Aschendorf, Irving	1939	Blanco, Paul Courtney	1936
Asquith, Samuel Edward	1942	Blawn, Charles Edward	1924
Bagnell, William Patrick	1939	Blittman, Sidney	1938
Bailey, Ernest	1923	Block, Charles	1924
Baker, Fred C.	1929	Bodge, Walter John	1936
Baker, Thomas	1931	Boffa, Vito Michael	1942
Baker, William Earl	1938	Boland, William Joseph	1929
Baldino, Louis	1935	Bonsall, Clifford Baker	1937
Bankhead, William	1938	Booth, Ellis	1931
Banks, Robert William	1932	Boston, Samuel S.	1924
Barbato, Nicholas	1936	Bouse, Gilbert Earl	1937
Barbera, Roy	1935	Bower, Herbert Raymond	1934
Barcalow, John Banes	1937	Boyce, John George	1941
Barclay, William John	1941	Boyle, John Edward	1931
Barnes, Robert Warren	1936	Braun, Stephen M.	1926
Barnes, Wallace Glenn	1941	Breckinridge, John Cabal	1942

Bregen, Abraham	1937	Cotton, Edward Allen	1929
Breuer, Harold	1921	Covon, Jacob	1929
Brown, Charles Cheyney	1930	Cox, Robert Edward	1940
Brown, Milton	1938	Cranston, Thomas John	1935
Bryan, Edward William	1926	Crawford, Harry Clifford	1937
Bryan, Elmer McClura	1933	Crawford, Robert Payson	1926
Bryan, James Edward	1934	Crawford, Ross Owen	1932
Buchanan, Douglas Gordon	1931	Crocker, Harold John	1937
Buckman, Harry Augusta	1938	Crowley, William John	1939
Burke, Stanley Edward	1941	Crudden, Robert James	1940
Callendar, George R.	1930	Cullurafi, Carmen	1938
Calnan, John Francis	1930	Curry, Morris J.	1925
Campbell, John H.	1940	Dajnowski, George	1942
Campbell, William	1937	D'Angelo, George	1936
Caniki, August	1938	D'Angelo, Mark James	1936
Carle, Charles Dayton	1906	Daniels, John Thomas	1933
Caro, Alexander	1939	D'Argenio, Anthony	1939
Carr, James William	1937	Daugherty, John	1929
Carrick, Robert John	1937	Davies, David	1938
Caruso, Antonio Frank	1934	Davis, Clarence Willis	1934
Casey, Edward Donald	1934	Davis, Harry Lawrence	1927
Casper, Raymond Elias	1902	Davis, Stanley Harvey	1941
Catino, Pasquale	1937	Davidson, Frederick G.	1919
Ceaser, John	1940	Davit, Alexander Joseph	1936
Chamberlain, Frank	1926	Davit, Paul Etienne	1934
Chichirico, Rocco	1934	DeAngelis, Frank	1941
Chilelli, Eugene Frank	1938	Deitz, Maurice Ceraid	1925
Chrisler, Chester Hensyl	1933	DelRossi, Michael Anthony	1937
Ciervo, George Edward	1941	DeMarco, Louis Peter	1941
Civetta, Joseph Emanuel	1941	DeRosa, Anthony	1941
Clark, Elwood Harold	1937	DeSavino, William Alva	1941
Cleaver, William Nickerson	1940	Deveney, John Zimmerman	1929
Cleff, Samuel Aaron	1940	Dever, Harry Francis	1938
Clegg, Harold James	1936	DeVergilio, Joseph	1942
Clerici, Joseph	1933	Devine, Daniel Joseph	1920
Clouser, John Erwin	1932	DeVita, Peter	1933
Coletti, Vincent	1938	DeVuono, Henry J.	1939
Coligan, Gideon Wiley	1938	DeVuono, Lewis	1935
Conbeer, George	1924	Deweese, Louis Rossiter	1932
Condron, Thomas John	1941	DiCenza, Guy	1935
Conway, Norman	1938	Diehl, Harry William	1937
Cooke, Paul	1938	Diehl, Jacob William Henry	1940
Cooper, Leslie Joseph	1938	Dieterle, Eberhard	1940
Costello, John Harry	1939	Dievers, John Chester	1934
Costello, Walter Joseph	1939	DiGiovanni, Carmen	1942

DiGirolamo, Louis	1937	Fasset, Clarence David	1936
DiLeonardo, Louis	1937	Fatigoni, Delio	1939
DiMayo, William	1937	Feldman, Myer	1930
DiPietro, Valerio	1940	Fenimore, Benjamin D.	1934
DiRosa, Joseph Albert	1941	Fennen, Joseph	1936
Dorer, Francis McCullough	1942	Ferguson, Kenneth H.	1925
Dorner, Frederick	1916	Ferguson, Leslie Eakins	1940
Dougherty, Joseph Sadler	1912	Ferrero, Louis	1939
Dougherty, Robert Miller	1930	Fetter, Rufus M. J.	1922
Doughty, Edward Joseph	1933	Finestein, Max L.	1931
Downie, Thomas Alexander	1934	Fine, Harry	1921
Drake, Harold	1924	Finnegan, Elmer Sharpless	1928
Drake, Reuben G.	1940	Fischer, Joseph Alois	1940
Dresher, Austin Howard	1934	Fisher, Louis Rand	1937
Driscoll, George Kent	1938	Fisher, Samuel George	1939
Drumheller, William G.	1938	Fixmer, William Jacob	1937
Dugan, Francis Xavier	1941	Flensburg, Francis Myron	1939
Dugan, William John	1939	Fleck, Jesse C.	1934
Dunkleberger, Norman E.	1923	Folk, Raymond Henry	1931
Dunmire, David Paul	1940	Foreman, Paul Wesley	1930
Dunn, Paul Phillip	1937	Fossler, Charles Morton	1938
Dworkin, Bernard	1937	Foster, Frank Joseph	1939
Earl, William Wallace	1942	Fox, Charles Elmer	1931
Eckman, Walter Raymond	1938	Faney, Matthew Aloysius	1933
Edelmayer, Karl G.	1937	Faney, Robert John	1935
Edison, Bernard	1941	Frank, Thomas Earl	1942
Edmunds, Edward	1932	Freedman, Albert	1941
Edwards, Leslie	1940	Freedman, Albert Harris	1939
Ehrlich, Arnold	1940	Frederick, Harold	1937
Ehrlich, Milton	1942	Freiwald, Emil Carl	1935
Ehrlich, William	1939	Fritz, Christopher James	1942
Elliot, John Edward	1935	Fuller, John Alexander	1934
Ellis, Harry	1934	Fulton, Francis Reed	1927
Emerich, William Henry	1933	Fulton, Stuart Lemar	1927
Eroh, Clyde William	1930	Gabel, James Russell	1936
Esposito, Gerald	1942	Gabel, William Henry	1935
Evans, Carl	1940	Galasso, Vincent James	1940
Evans, Earl	1940	Gallagher, Eugene Loux	1919
Evans, Edward George	1940	Gamble, Charles A.	1924
Evans, Frank William	1941	Ganter, James Carl	1941
Evans, Harry Winfield	1932	Gardiner, George	1930
Evans, Stanley Alvin	1936	Gardiner, William Russell	1942
Fanelli, Rocco	1938	Gaskill, Walter	1939
Farrington, Elwood F.	1936	Gassert, Lee Francis	1931
Farrington, Harold J.	1935	Gehman, Gilbert Forrest	1942

Gehrig, John Raymond	1941	Harvey, John Lawrence	1925
Geibel, William Frederick	1921	Hauber, Francis William	1934
Gentile, Charles Francis	1941	Haussler, Carl A. Frederick	1911
Gerace, Peter	1934	Havrisik, George	1942
Giangola, Nicholas	1937	Haws, Harry E.	1920
Gilboy, Joseph Patrick	1923	Heavner, William Solomon	1927
Gochnour, Silas Eugene	1928	Heil, Orville Hunter	1930
Gold, Samuel	1928	Helder, Richard Irving	1941
Goldberg, Aaron	1937	Helder, Milton M.	1940
Golder, Winfield	1933	Hendershot, Sterling	1919
Goldstein, William	1938	Hennemann, Robert Elton	1939
Golmitz, Andrew	1925	Henry, Edward	1940
Gorman, Albert T.	1935	Henry, Raymond Harding	1940
Gould, Charles W.	1934	Herker, George Oliver	1932
Gould, Harold Dean	1936	Hesel, Charles Frederick	1937
Gradia, Angelo Joseph	1937	Hess, Elmer David	1940
Graham, Edward Paul	1935	Hesser, Maris Vernon C.	1928
Grauer, Charles Harry	1924	Higgins, Howard Francis	1930
Green, Daniel Joseph	1926	Himes, Gerald Aubrey	1938
Green, George Conrad	1926	Hinkel, Howard John	1939
Green, Richard James	1939	Hinkel, William George	1935
Greene, James Leroy	1934	Hipple, John Joseph	1929
Greene, Leonard S.	1932	Hoagland, George D.	1930
Greene, Marvin	1927	Hoerter, Robert Edward	1935
Grell, George Franklin	1939	Hoffman, Albert William	1930
Griesemer, Alfred	1939	Hoffmire, Fred. Baird	1933
Griffith, David William	1940	Hoffmire, Willard Otto	1934
Griswold, Harry Troutman	1936	Hoffner, Edward Adam	1940
Groves, James Edward	1939	Holmes, Edward Joseph	1933
Guernsey, Paul Dickson	1923	Holt, William Irvin	1936
Gurt, Edward Louis	1939	Hommer, Roy Allen	1938
Haas, Frank Ellis	1923	Hoover, Clayton Fred.	1933
Haas, Ralph Allen	1922	Hornblower, Charles W.	1934
Hale, Donald Irvin	1934	Howard, Richard F.	1928
Hall, Ernest Edward	1934	Hoyt, Robert Maginniss	1940
Hamilton, James Morrow	1904	Hubler, Norman W.	1929
Hamilton, Robert James	1928	Hubler, Russell Grant	1933
Hanks, Paul	1939	Hughes, Wilton John	1940
Hardinger, Elwood	1939	Hunt, Lester W.	1932
Harrington, Harold Bruce	1933	Hunter, John Alexander	1936
Harris, Harry Nightingale	1939	Hutton, Jeremiah Thomas	1933
Harrison, Edward W.	1923	Ickes, Franklin Donald	1927
Harshaw, Charles Henry	1925	Inman, Allen Robert	1941
Harter, Harry Alfred	1933	Irvin, Richard M.	1939
Harvey, Edward	1942	Irvin, William Alexander	1941

Ispokavice, Anthony Robert	1933	Kramer, Morton	1936
Issel, Peter John	1929	Kramer, Norman	1936
Jacevich, Anthony	1937	Kraus, Charles Joseph	1940
Jackson, Alexander	1934	Kravitz, Bernard Herman	1939
Jackson, Kenneth Raymond	1932	Kreider, Carl David	1940
Jackson, William Carleton	1934	Kresge, Louis Alfred	1940
Jakeman, Clyde Roy	1939	Kressler, David Ash	1936
James, Thomas Guest	1935	Krider, Robert Earl	1940
Jamieson, Thomas Stuart	1938	Kromer, Frank Rodman	1941
Jeavons, Jack	1933	Krupp, Albert Robert	1932
Jenkins, John Robert	1929	Kurzenburger, Paul Ernest	1926
Jennings, Robert William	1941	Laird, Walter T.	1932
Johnson, James Russell	1937	Lambert, George Warren	1942
Johnson, Russell David	1942	Lander, John Albert	1940
Johnson, Samuel Blaine	1938	Lanoce, Joseph L.	1928
Jones, Henry Weeks	1937	Larkin, Joseph Vincent	1938
Jones, Howard S.	1925	Latella, Peter	1928
Jones, John William	1932	Laub, Elmer Russell	1919
Jones, Lawrence Edward	1932	Laudenslager, Harold S.	1934
Jones, Raymond W.	1937	Laufer, Billy Lee	1939
Kalning, Karl Ralph	1937	Laufer, John Joseph	1941
Kane, Arthur Thomas	1935	Lawrence, Harold William	1937
Kane, Thomas Henry	1939	Lebowitz, Samuel Gerson	1934
Katz, Jacob Joseph	1941	Leibig, John Frederick	1920
Kaufman, Frank Llewellyn	1934	Leming, William Miller	1941
Kaufman, Herbert Vernon	1934	Lemke, Edward Henry	1933
Kavalkovich, Wm. Michael	1939	Levin, Joseph B.	1942
Kegerreis, John Blair	1932	Liebergott, Morris Jack	1941
Keiper, Charles Raymond	1939	Liebig, Earl Russell	1930
Kelly, Edward Stephen	1931	Linebaugh, Wilbur Harold	1942
Kelly, John Francis	1942	Lipp, Abraham	1938
Kelly, Walter Edmund	1941	Litow, Louis	1934
Kelly, Walter James	1928	Lloyd, Robert Belknap	1930
Kendall, Francis Lisle	1939	Lockwood, Aldon Henry	1941
Kirkpatrick, Joseph	1935	Lodge, Charles E.	1934
Klages, Henry Conrad	1937	Lomano, Roy Frederick	1940
Klank, Clement Edward	1936	Losczniowsky, Harry W.	1938
Kline, Kenneth Henry	1940	Loughrey, Francis Xavier	1935
Kline, Philip Sternner	1933	Lukens, Robert S.	1941
Klippert, Henry L.	1927	Lytle, George David	1940
Klotz, Louis C.	1927	Lytle, Hallam John	1941
Knapp, Joseph Edward	1932	Madenfort, James Arthur	1935
Koch, George John	1937	Maes, Oscar	1928
Kooch, Walter	1941	Majikes, Charles B.	1937
Kracht, William Herman	1919	Malkemes, William C.	1941

Malloch, David William	1939	McMenamin, Leon	1931
Malloy, James Joseph	1939	McQuade, Harold Bruce	1941
Maloney, Robert E.	1920	McVeigh, William	1924
Malony, James Lovett	1924	Mearns, Robert Willis	1937
Mannion, Harry Donald	1942	Mearns, William Wilson	1937
Mareletto, Nicholas	1937	Melnick, Melvin	1936
Marino, Angelo	1938	Menta, Dominic	1941
Maron, Hyman	1927	Merrick, John Joseph	1938
Martin, Ernest John	1930	Merrifield, Leland Vaughn	1931
Martin, Joseph Henry	1935	Merrifield, William Vaughn	1936
Mason, Walter Lloyd	1929	Mervine, Harry Stafford	1937
Massa, George	1934	Meyer, Albert	1930
Massa, Raphael	1936	Michaels, Carl LeBar	1935
Massini, Alexander R.	1940	Michalowski, John	1938
Masteller, Charles Milton	1935	Micklus, Joseph Andrew	1940
Matlog, John	1933	Milford, Henry Richard	1939
Matthes, Paul	1937	Miller, Donald Kenneth	1931
Mayall, Elmer Russell	1922	Miller, Gerald K.	1940
McCafferty, Robert H.	1932	Miller, Harry Lewis	1940
McCaffrey, Thomas Charles	1941	Miller, Samuel Alexander	1934
McCaig, David Earl	1937	Miller, Walter Quick	1939
McCann, John Robert	1940	Miller, William Alton	1942
McClelland, Walter R.	1931	Miller, William Frederick	1925
McCombie, James Patrick	1936	Miller, William Walton	1934
McConnell, John Harry	1918	Milligan, Howard I.	1913
McCracken, Eugene M.	1939	Mills, Harold Eugene	1934
McCracken, Ralph	1932	Milner, Leo	1933
McCracken, Raymond	1932	Minecci, Joseph	1928
McCracken, Walter Stark	1939	Minter, Lloyd Craig	1932
McCue, John Charles	1937	Mirakian, Peter	1931
McCue, Thomas	1927	Moffett, Robert J.	1927
McCullough, John	1933	Montgomery, David H.	1924
McCullough, Joseph	1935	Montgomery, James	1926
McDonnell, Valentine	1940	Montgomery, William E.	1934
McFarland, George Foster	1939	Moore, Albert	1930
McFarland, Marvin Wilks	1936	Moore, Robert Sydney	1938
McGinley, Joseph John	1932	Morinelli George Nicholas	1942
McGonigal, Paul Alfred	1934	Morris, James Alvin	1929
McGonigal, Paul Joseph	1940	Morris, Melvin F.	1929
McGovern, Francis Henry	1942	Morrix, David Hudson	1933
McGovern, Thomas Francis	1941	Morton, Fred Edward	1923
McKeon, Harry	1932	Moscowitz, Isaac	1925
McKeone, Thomas Francis	1938	Moss, Herbert	1935
McLaughlin, Patrick Henry	1935	Mower, George Watson	1936
McMenamin, Joseph	1925	Mühlstein, Jacob	1939

Mundy, Elmer	1925	Peters George Washington	1932
Mungiello, Frank	1939	Peterson, Robert Dean	1942
Murphy, John Joseph	1939	Pierson, William Atley	1938
Murray, Harold Stewart	1935	Pinebird, George	1928
Murray, Joseph Francis	1921	Pioso, Albert Ivan	1935
Myers, Maurice William	1938	Pipp, Harold Plummer	1932
Nace, Harrison	1934	Piraino, John J.	1939
Naseef, Albert Kayser	1939	Plantieri, Joseph	1924
Nash, Robert Clinton	1940	Plate, Nicholas Ernest	1909
Navoney, William Vincent	1940	Podolsky, Sol	1940
Neibert, Alois Anton	1927	Pohorilla, Michael John	1941
Neibert, Francis Alois	1934	Porter, Charles Hamilton	1942
Nelson, Charles Albert	1937	Porter, William Thomas	1938
Nesbitt, James Henry	1941	Povey, Thomas George	1933
Newcomer, Donald Eugene	1939	Powers, Homer Charles	1931
Nichols, Harold Ernest	1934	Pressler, Eugene Charles	1923
Nolan, John	1939	Prettyman, Edmund B.	1935
Nuneviller, William Henry	1936	Price, Lawrence	1933
Obermeier, Joseph Frank	1938	Pritchard, Griffith	1938
O'Boyle, William Patrick	1919	Pritchard, Raymond	1936
Oesterlin, Elmer August	1933	Prussel, Morton	1941
O'Gorman, Andrew John	1934	Przybytek, Thomas	1940
O'Kavage, Michael Joseph	1936	Pugliese, John	1936
O'Keefe, Michael Joseph	1942	Pulcinella, Michael	1938
Orre, Douglas	1935	Quick, Ralph James	1941
Ottone, Paul	1928	Rahn, William Christian	1940
Ottone, Peter	1936	Ralston, Robert Elwood	1941
Pachuta, Edward	1934	Rawlings, John Frederick	1941
Paist, Newlin Fell	1941	Reber, Dale George	1938
Palucci, John	1939	Recchiuti, Adolph	1939
Parker, James Sefton	1932	Redmond, Charles Bert	1933
Parris, Arnold Norris	1938	Rees, Robert Morris	1930
Parry, Edward James	1938	Rehrig, Lester Bryon	1926
Parry, William David	1935	Reidenbach, Henry August	1926
Parton, Edward Merwyn	1938	Reilly, Harold Floyd	1932
Parton, Elmer Adam	1943	Rensika, William Francis	1940
Paskman, Melvin Richard	1940	Rex, Merrill Ray	1930
Passivo, Andrew	1940	Rhoads, Charles Lester	1939
Patterson, James Lehman	1926	Rhoads, Edward Allen	1934
Patterson, Melvin Roy	1939	Ricchetti, Joseph	1935
Patton, James Brainerd	1911	Rice, Clair Leroy	1926
Patton, John James	1933	Rice, Jack Mahr	1940
Pennesi, Angelo Louis	1935	Ricento, Vincent Thomas	1940
Pepperman, Howard Royal	1940	Richardson, Ralph	1938
Peters, Edward Julius	1935	Richetti, Anthony J.	1937

Rickenbach, Franklin	1934	Shipper, Milton	1937
Riday, Clarence W.	1933	Shivelhood, John James	1935
Ritchey, Jack J.	1940	Shlegle, Elmer William	1938
Roach, Edward James	1942	Shoucair, William	1930
Roba, Vincent Walter	1940	Shuey, Archie Freman	1935
Roberts, David Harvey	1941	Shull, Raymond Clarence	1922
Roberts, Marriett	1923	Silberman, Solomon	1937
Robison, Edward Boyd	1936	Simmers, John Edward R.	1942
Roesser, George Harry	1937	Simmers, Walter Noble	1939
Rosenberg, Albert	1939	Simmons, Evan G.	1925
Rosenberg, Norman H.	1937	Sitko, John Joseph	1939
Ross, Robert Wendal	1935	Slawter, William Draper	1938
Rucinski, Alphonso	1935	Slotnikoff, Abraham S.	1934
Ruggere, Eugene	1942	Sluter, Frederick Donald	1941
Sabbi, George	1942	Smith, Lawrence Angelo	1930
Saldutti, Joseph	1938	Smith, Nathan	1932
Sandoli, Adolph	1938	Smithkors, Cecil Duane	1940
Sands, Charles Lundy	1936	Smudin, Joseph Clement	1936
Santroni, Joseph	1934	Snyder, Harold Thomas	1935
Saxton, Edward Alfred	1934	Sothers, Edward Kenneth	1940
Saylor, Charles Lloyd	1941	Soherr, Ludwig	1932
Sayre, William Henry	1923	Sommers, Lawrence	1924
Schall, Chester David	1929	Spatzer, Robert Earl	1933
Schiavino, Alfred Domenic	1940	Spaulding, Ernest L.	1930
Schlessinger, Saul David	1937	Stamm, Paul Howard H.	1941
Schoenly, Malcolm William	1931	Stanley, James John	1940
Schwartz, Joseph	1939	Stanz, John Kenneth	1936
Schwerdt, David Russell	1938	Stape, John Stanley	1936
Scotese, Peter	1937	Start, Russell Campbell	1915
Scrobe, Daniel V.	1937	Steiner, Joseph Elwood	1933
Seaborne, Ira	1937	Stello, Charles	1936
Sealfon, Sidney	1921	Stello, Michael	1937
Sesse, Harry Aloysius	1939	Stello, Robert Charles	1940
Sellers, Warren Richard	1933	Sterling, Sargent DeForrest	1931
Semenick, Nicholas	1942	Stevens, Raymond A.	1926
Setzer, Henry Willard	1933	Stevenson, John Shaw	1938
Severino, Louis Edward	1941	Stevenson, William Orville	1938
Shaffer, Denton Andrew	1940	Stewart, Edwin David	1938
Shaffer, Francis Randolph	1929	Stieska, Robert Francis	1942
Shankweiler, Ralph Benfield	1938	Stoehr, George W.	1929
Shearin, Thomas Berchman	1940	Stonemetz, William Harold	1942
Sheetz, John Collins Stevens	1924	Stoner, Russell D.	1928
Sherman, Harold	1940	Stover, William Thomas	1936
Shiner, John Clarence	1933	Stranford, John N.	1913
Shiner, Robert C.	1938	Strittmatter, Kenneth K.	1933

Stumpf, John Eugene	1937	Walters, Daniel Ellsworth	1942
Surkin, Norman	1939	Weber, John Milton	1930
Swartwood, James Edwin	1924	Webster, Edward Homer	1939
Swasey, Arthur Courad	1936	Weiss, Myer	1941
Swavely, Francis Russell	1931	Wenke, Raymond Francis	1937
Tannehill, Willis Eugene	1941	Whalen, Matthew	1931
Tapper, George Archer	1936	Wheeler, Christopher H.	1935
Tashjian, Leon Charles	1938	White, George Edward	1939
Tate, John Clarence	1933	White, Roy John	1933
Terlingo Gerard	1930	Whiters, William Henry	1939
Thomas, Herbert Alton	1929	Whitman, Harold Everton	1922
Thomas, Robert Ralph	1933	Whittick, John Robert	1932
Thompson, Edward Richard	1933	Wickert, Leroy Allen	1935
Thonison, Samuel Young	1939	Wickert, William Charles	1942
Thorborg, Robert William	1939	Wiley, Charles James	1941
Thorn, Stuart Berton	1941	Wiley, John Joseph	1933
Thorne, Harold	1939	Wiley, Robert Charles	1936
Tittermary, Robert Clark	1925	Wilkie, William James	1940
Todd, James Robert	1940	Williams, John Henry	1939
Tofstupall, Theodore P.	1938	Williams, Kennett	1939
Tompkins, Rexford E.	1934	Williams, Richard Joseph	1938
Tompkins, Richard Wilbur	1935	Williams, William Laird	1942
Tonn, Charles	1938	Williamson, Robert Francis	1934
Travaglia, Paul Michael	1940	Wilson, David W.	1936
Tremko, George	1941	Winski, Adam	1939
Tureo, Albert	1940	Winter, Henry William	1941
Tuttle, William Norris	1930	Witmayer, Oscar John	1938
Twining, Elmer Ellsworth	1927	Witmayer, William	1937
Urbanowitz, Joseph R.	1940	Wolfe, William Henry	1938
VanBuskirk, Robert Luther	1941	Woods, James	1904
VanHorn, Budd	1922	Yeager, John Henry	1936
VanOrmer, Walter Hughes	1940	Yeich, George Francis	1939
Vinekoor, Samuel	1926	Yoos, Charles Louis	1941
Viohl, Russell D.	1920	Yost, Robert, Stanley	1943
Visnow, Leon	1942	Young, Charles Wesley	1938
Volk, Anthony Dennis	1938	Zinn, Earl Robert	1932
Wagner, Charles Edward	1933	Zobel, Louis Edge	1938
Waldron, Harold Arndt	1935	Zoerner, Arthur Armin	1929
Waldron, Ray Edward	1937	Zoerner, Carl	1933
Wallis, Rodman William	1934	Zucca, Joseph	1926

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Adams, Harry William	1941	Day, Donald Robert	1936
Aiken, Robert Morris	1940	Dean, Francis Xavier	1940
Akers, John William	1941	Dijoseph, Arthur	1938
Ambrosini, Dario Mario	1937	DiPasquale, Alfred	1942
Anderson, Kenneth William	1942	DiTeodore, Nicholas	1940
Arrington, Alton Marion	1940	DiTeodore, Remo	1941
Avila, Joseph P.	1931	Duffy, William A.	1939
Bamford, John Russell	1929	Dunn, Hugh Ellis	1912
Barletta, Carmine	1942	Earl, Lawson Samuel	1926
Barnhardt, Wm. Russell	1939	Ebert, Harry Walter	1937
Baxter, Thomas Gamble	1921	Edman, Alexander Emanuel	1916
Bojanic, Peter	1941	Elder, Edward Reid	1941
Bouse, William	1940	Elliott, Neil	1938
Boyer, Robert James	1941	Eimmons, French Potter	1932
Braber, Thomas Cornelius	1940	Enoch, Alfred	1938
Brader, Thomas	1932	Enoch, Samuel	1935
Brennan, Harry	1927	Eppinger, Pearson J.	1923
Brethwaite, Joseph Maison	1941	Epstein, John	1915
Brockson, Harry Landis	1924	Ferragame, Joseph	1937
Brown, Herbert Matthew	1942	Fischer, John August	1942
Buckley, Harry Pratt	1934	Frankel, Bernard	1936
Burkhart, David Kellar	1934	Freed, Robert Alvin	1938
Cadwalader, David Albert	1935	Furdelle, Alexander	1938
Campanella, Leo John	1941	Geist, John W.	1927
Capuzzi, Rocco	1929	Geist, Joseph Elmer	1941
Carlile, William Lloyd	1934	Gibney, William F. A.	1932
Carpani, William Annibale	1934	Gillen, William Francis	1936
Caruso, John Anthony	1939	Gillich, Joseph Phillip	1936
Ciervo, Biagio Mario	1942	Ginder, John Kenneth B.	1918
Civitella, Caesar Joseph	1941	Gorman, Francis Thomas	1942
Clausijs, James	1937	Green, Charles William	1934
Cohick, Harry W.	1914	Green, William Nicholas	1939
Coleman, Thomas Harry	1940	Greenwood, George	1923
Collins, William Joseph	1930	Haas, Jay William	1942
Cook, Joseph Gordon	1934	Hamilton, John Wesley	1940
Corbett, William Christy	1930	Heebner, Horace Rick	1939
Corr, Albert Jeremiah	1940	Heimbecker, John Patrick P.	1937
Crawford, William Newton	1920	Henrie, David Francis	1921
Creveling, Gerald William	1929	Hess, Walter	1932
Daddona, Leonard	1940	Hewlett, Joseph Mitchell	1930
Davis, Harold Bader	1930	Hildenbrand, Raymond L.	1933
Davis, James Gerald	1921	Hilend, George W.	1922
Davis, Willard David	1938	Hills, George Thomas	1937

Hogan, Raymond	1935	Marion, Kenneth Bruce	1941
Hoskins, Howard Renolds	1930	Matticola, Domenic	1935
Howe, William T.	1925	McCabe, Robert Maurice	1941
Hugler, Robert Kermit	1938	McDonnell, George Edward	1942
Hummel, James Venius	1940	McDonnell, Roger Patrick	1942
Hunter, William Harry	1941	McGuire, Edward Wm.	1943
Hutton, William John	1929	McIlhenny, Francis A.	1938
Jablonski, Marion	1939	McKeone, James Joseph	1935
Jagger, Willis Berne	1940	McKeown, Harry	1923
Janos, Louis	1926	McQuown, Henry Clark	1937
Jefferis, Richard Ware	1941	Merrick, James Francis	1940
Jenkins, Richard Donald	1940	Mignogna, Lidio	1932
Jiottis, Constantine	1936	Miller, Howard B.	1928
Johnson, Charles J.	1927	Miller, John Alexander	1932
Jones, Edward Hallis	1930	Mills, John William	1928
Jones, Herbert Grant	1937	Mitchell, Richard	1937
Jones, James Reese	1940	Moore, Harry E.	1923
Jones, William Gladstone	1933	Moore, Raymond Robert	1930
Keckler, William H.	1926	Moore, Robert A.	1941
Kegel, Edward	1937	Mundell, George Henry	1940
Kirban, Lafayette	1938	Murdock, David John	1933
Kirsh, David	1935	Myers, Harry McLeary	1934
Klank, Edward Clement	1938	Nulf, Charles Willard	1940
Klapatch, Onufre	1941	Nulf, James Johnson	1937
Kline, William Robert	1939	Obermeier, Frank John	1941
Klotz, Warren Raymond	1939	O'brien, Joseph Albert	1941
Knauth, Calvin Ernest	1938	Owens, Leonard	1939
Koch, Tobias	1936	Panzarella, Rosario F.	1935
Kolega, John Joseph	1941	Paoletti, Alfred Joseph	1941
Kosko, Robert Paul	1938	Pealer, Daniel Edward	1940
Kozole, Edward Francis	1942	Pealer, Elias Benson	1942
Kricher, Frederick J.	1939	Peirce, Louis Groh	1934
Kulla, Benson Harry	1941	Pfau, Nelson	1934
Lambert, Albert Odus	1939	Pfeifer, Chauncey Leroy	1941
Langhorne, Francis George	1935	Pollock, William James	1934
Leinberry, Harry R.	1942	Ponton, George Thomas	1943
Lendrum, James Bartley	1941	Potts, William Thomas	1935
Lengle, Ernest George	1918	Powers, James S.	1926
Lewis, Albert Leonard	1939	Richwine, Jack	1942
Longo, Albert	1939	Riemer, William Edward	1941
Lore, Albert	1939	Riley, Russell Davidson	1926
Ludman, Harry Lincoln	1940	Roberts, Edward Henry	1936
Lugan, Harry Christ	1928	Robinson, Robert Warren	1938
MacDonald, Harold E.	1941	Rodgers, Walter Grant	1936
Manges, Donald Edwin	1942	Ruff, Raymond Francis	1936

Saldutti, Robert	1936	Taddei, Olindo	1943
Sanders, Alexander T.	1934	Tanner, Earl Richard	1931
Schmidt, John William	1941	Tennant, Kenneth Spencer	1932
Schneider, Elmer John	1932	Thomas, Clarence Evan	1941
Schneider, Robert F.	1937	Thompson, John Herbert	1940
Seaborne, Frederick	1933	Thorne, Percy Byers	1927
Semenick, John Abbott	1939	Tinklepaugh, Robert James	1936
Shaffer, Clyde Leroy	1938	Tomlin, Harry	1925
Shannon, Blair Lemuel	1937	Trautmen, Lewis Morris	1941
Shershen, Joseph T.	1937	Triol, John Clemmer	1941
Shultz, Walter	1940	Triol, Thomas Francis	1935
Singles, Harry Flickwere	1939	Uleau, Francis John	1941
Slotnikoff, Albert A. S.	1934	Uhlhorn, Elmer Charles	1936
Smith, Alan Harvey	1937	Waple, Howard Lynn	1922
Smith, Elmer William	1918	Watson, Charles James	1942
Smith, John Hamilton	1938	Weakley, Glenn Martin	1928
Snodgrass, George T.	1931	Whetstone, Winford Edwin	1911
Soltis, Robert John	1942	White, Richard Austin	1942
Soltysiak, Richard	1942	Whittley, William D.	1926
Spotts, George Robin	1933	Wilde, Ralph Edgar	1920
Starr, Clyde McKinley	1943	Williams, David	1936
Stavey, William Adam	1939	Wisher, Peter	1930
Swank, John Andrew	1939	Witherow, Allen Edward	1932
Swasey, Edward Thomas	1941	Witmer, Robert Eugene	1939
Swonetz, Bradford Gould	1934		

MARINES

Albright, William Henry	1940	Fleming, William Robbins	1939
Anderson, John Homer	1942	Ford, Frederick Augustus	1941
Bahm, Joseph Charles	1936	Freed, Harry Daniel	1937
Bellano, William	1930	Freeman, Robert John	1940
Berger, Donald Wm.	1940	Gregson, John Hall	1940
Black, William Wilkins C.	1932	Howrie, William F.	1937
Blakey, Elmer	1933	Hoyt, William Henry	1939
Blanco, Venturo Carlos	1935	Hunt, William Charles	1942
Burns, David Fowler	1942	Jones, Thomas Henry	1931
Campbell, John Thomas	1942	Kramer, Herbert Phillip	1940
Carnahan, William G.	1941	Krug, Henry Joseph	1942
Dolde, Charles Henry	1917	Lachenmaier, Earl Samuel	1921
Dunn, Thomas William	1940	Laub, Edgar Herbert	1936
Ebert, Willard Leslie	1938	Lewis, Forrest Millard	1941
Ehrenreich, Francis	1941	Litka, Albert LeRoy	1933
Evans, Kenneth G.	1941	Massimiani, Angelo	1936
Fielding, Charles William	1942	McCracken, Stark Harry	1940

McGowan, John Stewart	1940	Schiller, Earl William	1939
Moody, Frederick LeRoy	1941	Schliebener, Joseph E.	1934
Moore, John	1936	Schuler, Louis Wm.	1942
Moyer, George F.	1939	Schupeltz, Herman Richard	1937
Murphy, Francis Joseph	1936	Smith, Edwin James	1939
Nelson, William Jay	1943	Snyder, Benjamin Michael	1940
Plubell, Jesse Robert	1937	Taylor, Samuel Richard	1942
Powell, John Allison	1939	Thomas, Paul Stanley	1935
Rebola, Paul Andrew	1922	Wess, Raymond John	1932
Richards, Frank Meer	1934	Winters, George H.	1937
Rodgers, Hugh Herbert	1914	Wright, Robert Wesley	1936
Salerno, John Bastisto	1942	Zerbe, Robert Charles	1941
Sammartino, Angelo Joseph	1938		

COAST GUARD

Bonsall, Charles Walton	1928	Pitts, Charles William	1933
Dedeo, Joseph Anthony	1934	Raup, Eugene Renslow	1936
Edelmayer, William Harry	1940	Reisig, William David	1937
Edwards, Paul Lamar	1939	Robinson, Edward J.	1928
Foreaker, Edward Roy	1936	Sands, Robert George	1938
Heffner, Charles Donald	1935	Scott, George Alexander	1940
Johnson, Edwin W.	1928	Seeley, Donald Eugene	1930
Kirk, Horace	1937	Sturm, Elmer William	1900
Land, Harold	1930	Surgner, William Endsley	1936
O'Donnell, Michael Joseph	1939	Swem, Raymond Thomas	1933
Paskman, Ralph Bernard	1939	Walton, Howard Todd	1934